DOCUMENT RESUME

ED 247 733 EC 170 090

TITLE	Special Education for Leisure Fulfillment: Inservice Training Manual.
INSTITUTION	Institute for Career and Leisure Development, Washington, DC.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	[80]
GRANT	G007801427
NOTE	291p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Disabilities; Elementary Secondary Education; Individualized Education Programs; *Inservice Education; *Leisure Education; *Leisure Time; *Recreation; Recreational Activities; Student Evaluation

ABSTRACT

The manual describes Project SELF (Special Education for Leisure Fulfillment), a leisure education inservice training model for administrators, teachers, parents, and those in the recreation professions. Following an introduction setting forth definitions of terms, the manual presents seven training modules on the following topics: national legislation and support for leisure education, an overview of leisure education, leisure education and the school curriculum, assessment and evaluation, leisure education and the individualized education program, the role of the facilitators, and a plan of action for facilitating leisure education. Each module includes a statement of purpose; a list of goals and objectives; and information on related concepts, strategies, and resource materials for each objective. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CHINN

ED247733

EC 170090

Institute for Career and Leisure Development

SPECIAL EDUCATION FOR LEISURE FULFILLMENT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

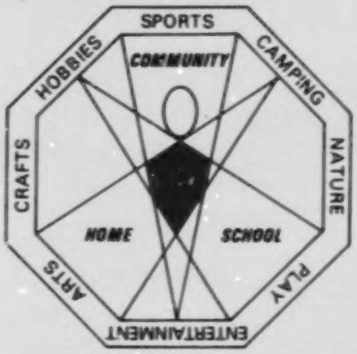
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Inservice Training Manual

PROJECT SELF:
An Inservice Training Project for Serving the Handicapped

2


SPORTS
CAMPING
NATURE
PLAY
ENTERTAINMENT
ARTS
CRAFTS
HOBBIES
COMMUNITY
HOME
SCHOOL

Project S.E.L.F. is administered by the Institute for Career and Leisure Development, a private, non-profit, charitable organization, located in Washington, D.C.

The project presented herein was performed pursuant to Grant No. G007801427 from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project S.E.L.F. Contributors

Project Staff

Peter J. Verhoven,
Executive Director, I.C.L.D.

Steve A. Brannan,
Project Director, I.C.L.D.

Karen A. Chinn,
Project Coordinator, I.C.L.D.

Regional Training Coordinators

Michael Bender, John F. Kennedy Institute,
Baltimore, Maryland

Anne E. Cassidy, Portland State University,
Portland, Oregon

David M. Compton, North Texas State University,
Denton, Texas

Nancie M. Francois, Florida Association of
Rehabilitation Facilities, Inc.,
Tallahassee, Florida

Elaine A. Petersen, West High School,
Phoenix, Arizona

Dennis A. Vinton, University of Kentucky,
Lexington, Kentucky

TABLE OF CONTENTS

FOREWORD i

INTRODUCTION

Background and Purpose 1
Glossary of Terms 6

MODULES

One National Legislation and Support for Leisure Education 15
Two Overview of Leisure Education 28
Three Leisure Education and the School Curriculum 45
Four Assessment and Evaluation 63
Five Leisure Education and the IEP 110
Six Role of the Facilitators 138
Seven Plan of Action for Facilitating Leisure Education 157

RESOURCES

Guidelines for the Facilitation of Training 163
Bibliography 175
Matrix of Select Curricula 181

FOREWARD

As we enter the decade of the 80's, Americans are devoting more time and energy than ever before to recreational activities that provide better physical and mental health, a sense of personal fulfillment, and the positive force of family unity. The economic implications of recreation, alone, are staggering and often overlooked. Last year we spent 200 billion dollars for recreational products and services and more than five million people were employed in recreation related jobs. Our country is truly experiencing a trend towards increased time to pursue goals that are nonvocational in nature. Movement from a work oriented society to a work/leisure and possibly a leisure/work society is forseeable in the not too distant future. Increased longevity, shorter work weeks, longer vacation time, improved health, earlier retirements and labor saving technology are primary contributors to an increase in our leisure time.

The greater availability of discretionary or free time (leisure) to participate in recreation activities is accompanied by the realization that planning for our future must now be more related to improving the quality of life for all persons. Fortunately, our educational system is beginning to take action that recognizes the importance of nonvocational goals in preparing students to participate in a more leisure oriented society. Thus, preparation for leisure (leisure education) as one means of improving the quality of life for our citizens may become a major educational goal for all students, including those termed as handicapped.

In relation to this project's publication, national movements are now surfacing to guide and support the educational system in their efforts to educate handicapped students regarding the use of their leisure time. P.L. 94-142, the Education for All Handicapped Children Act of 1975, provides strong support for including leisure education as an integral part of schooling for all handicapped students. Both the 'free public education' and 'full educational opportunity goal' requirements of such legislation promote increased efforts in this area. Special education, defined in this law to meet the unique needs of the handicapped, should logically include preparation for leisure. P.L. 94-142 also identifies leisure education as a related service, requires school programs that are non-academic or extracurricular in nature (i.e., music, art, athletics, special interest clubs) to be equally available for handicapped students, and mandates individual education programs (IEP's) for all special learners. Since individualized planning must now be based on a comprehensive evaluation in order to determine each handicapped student's unique needs, leisure content should become a natural part of educational programming for many such learners who demand direct instruction in any area of learning in order to adjust to the various demands of their environment. Another development on the national scene supporting leisure education for the handicapped was a Bureau of Education for the Handicapped (BEH) funded project in 1976 to develop a systems model that included comprehensive guidelines for integrating leisure education into ongoing school programs (K-12) for handicapped children and youth. Subsequent to that project in 1977, BEH demonstrated continued leadership through funding under the Division of Innovation and Development to develop and test a leisure education curriculum model for use with moderately/severely handicapped children in the nation's schools. The most recent federal commitment to leisure preparation involves this project. Funded in 1978 by BEH under the Division of Personnel Preparation, Project SELF (Special Education for Leisure Fulfillment) is directed towards developing a leisure education inservice training model to prepare facilitators representing school, home and community settings to impact on the leisure lifestyle of handicapped students.

Of special significance, these national legislative and funding programs promote interdisciplinary cooperation through increased involvement of educators, recreators and parents in meeting the leisure education needs of handicapped youngsters in the nation's communities. Project SELF, which focuses on training key facilitators representing these roles, is a recognition of the necessity to employ comprehensive community planning and implementation in order to adequately prepare special learners to make independent and constructive use of their leisure time. It is timely that these movements coincide with recent efforts by the education and recreation professions to prepare handicapped students with lifetime learning skills. Special educators, in particular, are beginning to recognize that preparation for leisure should be part of a total curriculum, that recreation and education goals are complementary, and that classroom instruction which considers the lifelong learning needs of the handicapped must include preparation for leisure.

Overall, this publication focuses on providing inservice training to facilitators of leisure education for the handicapped who, in large measure, represent special educators, therapeutic recreators, adaptive physical education specialists and parents who provide direct service to special populations; but, the success of this or any other project that develops materials to effect improved services for the handicapped is dependent today on the understanding and acceptance of such efforts by all citizenry in school and community environments. With the recent emphasis on service delivery in the least restrictive environment, the greater challenge facing advocates for the handicapped is to facilitate attitudinal change on the part of administrators, teachers, parents, students and others in regular school programs and community settings who now have increased responsibility to assist in meeting the needs of handicapped children and youth. Hopefully, this publication will also contribute to this greater challenge and, in doing so, better ensure that handicapped individuals will be accepted and viewed as needed, useful and contributing members of our society.

In summary, the developers of this publication have done an excellent job of focusing their efforts on the skills needed to facilitate the leisure education services for the handicapped. Dr. Steve Brannan, Project Director*, and Mrs. Karen Chinn, Project Coordinator, have done exemplary work towards meeting the goals of the project. They have been ably assisted by the regional coordinators, Dr. Michael Bender, John F. Kennedy Institute; Ms. Anne Cassidy, Portland State University; Dr. David Compton, North Texas State University; Mrs. Nancie Francois, Florida Association of Rehabilitation Facilities, Inc.; Mrs. Elaine Petersen, Phoenix, Arizona Public Schools; and Dr. Dennis Vinton, University of Kentucky. Dr. Brannan brings to this project years of experience in special education, outdoor education/recreation and a strong conceptual knowledge of leisure education for the handicapped rarely projected by professionals working with the handicapped. The strength of this project and its related publications is directly related to the expertise and dedication of this fine group of professionals.

William A. Hillman, Jr.
Division of Personnel Preparation
Bureau of Education for the
Handicapped
United States Office of Education

---

*Professor, Special Education Department, Portland State University

Introduction

BACKGROUND AND PURPOSE

The recent emergence of a societal leisure ethic coincides with recent developments in the field of special education. 'Persistent life problems,' 'survival skills' and 'activities of daily living' are common terms in special education and refer to educational skills believed important for handicapped students to achieve in order for them to experience normal community adjustment. Because the unique needs of many handicapped children and youth require direct instruction in any aspect of learning and community adjustment, special educators and related professionals are now beginning to expand their curricular practices to include preparation for leisure. It now appears that special education, in particular, is beginning to align itself with the leisure movement in recognition of the importance of helping handicapped students acquire the necessary knowledge, skills and values to achieve a higher quality of life. Many such professionals are voicing their belief that leisure time skills should be part of a total curriculum, that education outcomes complement recreation outcomes and that a meaningful education, which considers the lifespan needs of students, must include preparation for leisure as a major educational goal. Of special interest is that strong agreement now exists among various professions regarding the importance of leisure education for the handicapped. Special educators, therapeutic recreation specialists and adaptive physical education specialists are all involved to some extent in planning and implementing leisure education services for the handicapped. Such common-unity of purpose is understandable because education for leisure must extend beyond the school into home and community settings in order to be effective. This project was formed in recognition of the importance for a closer alignment between the school, home and community and the need for preparation of key persons to facilitate leisure education services. Specifically, this project addresses a major need to prepare persons representing school, home and community settings to facilitate increased leisure education services for handicapped children and youth to better ensure that such learners develop a positive leisure lifestyle.

Background

Special Education for Leisure Fulfillment, Project SELF, represents a three year special project grant, awarded to the Institute for Career and Leisure Development, Washington, D. C. by the Division of Personnel Preparation, Bureau of Education for the Handicapped (BEH). The project is national in scope and directed towards developing a leisure education inservice training model to prepare target groups of faciliators (i.e., administrators, teachers, recreators, parents) representing school, home and community settings to impact on the leisure lifestyle of handicapped children and youth. Support for the project is based on the following concepts and needs:

- Leisure is of paramount importance in determining the quality of life.
- Leisure and work are major life areas that deserve increased educational attention.
- Consideration of the lifespan needs of students demands that leisure be recognized as a major educational goal.
- The "worthy use of leisure time" was identified as one of the seven cardinal principles of education in 1918.
- All persons, including the handicapped, deserve to achieve a meaningful leisure lifestyle.
- Many handicapped students require direct instruction in any area of learning or adjustment (i.e., use of their leisure time) if they are to develop desired skills and values.
- P.L. 94-142 provides strong support for the inclusion of recreation and leisure education as part of an appropriate education for handicapped students.
- A comprehensive and coordinated program of leisure education services, to include school, home and community settings, is necessary in order to adequately prepare handicapped children and youth with needed leisure knowledge, competencies and attitudes.
- There exists a significant lack of training guidelines and materials for preparing key individuals (facilitators) representing community, state and national interests to promote leisure education programs for handicapped students.

During 1978-79, the project staff focused on the conceptualization and development of the theoretical constructs to support the leisure education inservice training model (i.e., critical content areas, facilitator roles and competencies). Developmental efforts produced the initial concepts and materials for a modular inservice training program to serve key facilitators of leisure services for handicapped students (i.e., administrators, teachers, recreators, parents). During the first year of the project, in cooperation with regional coordinators, pilot test workshops were conducted to train three teams of facilitators in the states of Maryland, Oregon and Texas. Evaluations of the workshops enabled the project staff to revise the training procedures and materials for purposes of carrying out more extensive development and implementation efforts and to improve the leisure education inservice training model.

During 1979-80, regional field testing of the leisure education training model is being accomplished by conducting inservice training workshops in six regions of the country to prepare select personnel (facilitators) in the implementation of leisure education programs for handicapped students in school, home and community environments. Training will focus on six 'community' teams who will gain increased understanding and appreciation of their individual and collective facilitator roles in promoting a comprehensive leisure education program. Approximately 42 participants will be trained to develop a plan of action for facilitating an appropriate program of leisure education services for handicapped students in their respective communities. Regional coordinators from Arizona, Florida, Kentucky, Maryland, Oregon and Texas will direct the training workshops in their respective states and coordinate evaluation efforts in support of the projects goals and objectives.

During the third and last year of the project, 1980-81, efforts to expand the development and implementation of the leisure education inservice training model will receive continued emphasis. Current plans are to expand field test efforts and assist previously trained facilitators in each region to implement their leisure education 'plans of action' in their respective communities. Assisted by the regional coordinators, facilitator teams will also operate as 'trainers' to prepare other facilitator groups in their geographic area interested in advancing leisure education programs for the handicapped. Further implementation of the inservice training model will be accomplished by conducting training for personnel representing state and national organizations and agencies interested in promoting leisure education opportunities for the handicapped, i.e., (workshops at national professional conferences/conventions). It is anticipated that approximately 300 persons, representing various facilitator roles, will receive inservice training during the last year of the project. Final project efforts will be directed toward evaluating the overall effect of the leisure education inservice training model, revising the procedures and materials, and disseminating the results and final products to select persons, agencies and organizations nationwide.

Purpose and Description of the Inservice Training Manual

The Inservice Training Manual is intended to enable key facilitators of leisure education for the handicapped (administrators, teachers, recreators, parents) to plan, implement and evaluate a comprehensive program of leisure services for handicapped children and youth in their respective communities. Based on a leisure education training model, the manual is designed to serve as a resource guide for use by various facilitators in training the above mentioned target groups to work individually and collectively to improve leisure education programs for the handicapped. The ultimate purpose of the manual is to impact on the leisure functioning of the handicapped by training their key providers of leisure services. The manual opens with an acknowledgement statement that orients the significance of the project and recognition of various contributors. Chapter One, Introduction, provides an overview of the project activities with particular attention to its justification and the nature of the proposed inservice training model. The first chapter also includes a listing of terms and related definitions pertinent to the project, with particular emphasis on terminology specific to the handicapped under P.L. 94-142. Chapter Two, The Training Modules, includes the major content for preparing facilitators of leisure education for the handicapped. Module I, National Legislation and Support for Leisure Education and Module II, Overview of Leisure Education, provide background information and support concerning the leisure education movement; Module III, Leisure Education and the School Curriculum, Module IV, Assessment and Evaluation and Module V, Leisure Education and the IEP, address specific considerations and procedures for planning, implementing and evaluating leisure education from a school-related perspective; Module VI, Role of the Facilitators and Module VII, Plan of Action, describe role responsibilities and related procedures for effecting a coordinated and comprehensive leisure education program in the community. In Chapter Three, the manual concludes with a resource section that includes suggested training procedures and materials in support of leisure education for the handicapped.

Special Considerations

The Inservice Training Manual is a draft edition of a manuscript that is to be field tested for purposes of determining its ultimate worth for preparing facilitators of leisure education for the handicapped. As a result of the field testing, it is expected that recommendations will be received from teachers, administrators, recreators, parents and others to modify and revise this material in order to produce a more effective and efficient training guide. Thus, it is important that users and others view the current field edition as developmental in nature and as a guide, that when finally revised, will serve as an instructional resource to support the future training of educators, recreators and parents interested in promoting comprehensive leisure services for the handicapped. It is the authors intention that facilitators employing this curriculum material will provide extensive and constructive suggestions for improving its content. The ultimate beneficiaries of such effort by various users will be the handicapped students who will receive a more appropriate program of leisure education in their school, home and community.

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4
5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Five	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

GLOSSARY OF TERMS

The following is a select list of terms that are intended as a basic reference for various professionals and parents interested in leisire education for the handicapped. Interdisciplinary in nature, the glossary includes terminology common to the fields of special education, therapeutic recreation and adaptive physical education. Also included in this section is a select listing of terms and related information specific to P.L. 94-142, The Education for All Handicapped Children Act of 1975. This glossary of terms is not expected to be extensive or complete. Rather, the terms and accompanying definitions have been developed from a wide variety of professional resources for the purpose of promoting a minimum, but desired level of understanding among various disciplines and persons interested in the handicapped, with particular attention to leisure education.

P.L. 94-142 Terms

Disability

A child with a disability means a child with one of the impairments listed in the definition of "handicapped" children . . . when an impairment is of such a nature that the child needs special education, it is referred to as a disability.

Free appropriate public education

As used in this part, the term free appropriate public education means special education and related services which:

a) Are provided at public expense, under public supervision and direction, and without charge.

b) Meet the standards of the State educational agency, including the requirements of this part.

c) Include preschool, elementary school, or secondary school education in the State involved, and

d) Are provided in conformity with an individualized education program which meets the requirements of 121a.340-121a.349 of Subpart C.

Handicapped children

a) As used in this part, the term handicapped children means those children evaluated in accordance with 121a.530-121a.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

1. Deaf means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

2. Deaf-blind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

3. Hard of hearing means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of deaf in this section.

4. Mentally retarded means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which adversely affects a child's educational performance.

5. Multihandicapped means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

6. Orthopedically impaired means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (i.e., clubfoot, absence of some member, etc.), impairments caused by disease (i.e., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (i.e., cerebral palsy, amputations, and fractures or burns which cause contractures).

7. Other health impaired means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma,

sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

8. Seriously emotionally disturbed is defined as follows:

   i) The terms mean a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

      A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

      B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

      C) Inappropriate types of behavior or feelings under normal circumstances;

      D) A general pervasive mood of unhappiness or depression; or

      E) A tendency to develop physical symptoms or fears associated with personal or school problems.

   ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

9. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

10. Speech impaired means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

11. Visually handicapped means a visual impairment which even with correction, adversely affects the child's

educational performance. The term includes both partially seeing and blind children.

Individualized education program (I.E.P.)

a) Statement of the present levels of educational performance of such child.

b) A statement of annual goals including short term instructional objectives.

c) A statement of the specific educational services to be provided to such child, and the extent to which the child will be able to participate in regular educational programs.

d) The projected date for initiation and anticipated duration of such services and appropriate objective evaluation procedures and schedules for determining on, at least an annual basis, whether instruction and objectives are being achieved.

Least restrictive environment

Each public agency shall insure:

1) That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and

2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Nonacademic services

a) Each public agency shall take steps to provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped children an equal opportunity for participation in those services and activities.

b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the public agency and assistance in making outside employment available.

c) The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child.

Special Education Terms

Adaptive behavior - Personal adjustment to the environment that promotes one's social or biological welfare.

Advocacy - A process directed towards improving the quality of goods and services rendered to consumers. An advocate is a person who generates and sustains the advocacy process through personal actions in support of a philosophy or principle (i.e., rights of the handicapped).

Evaluation - To determine the progress an individual has made in various areas of learning.

Exceptional children - Refers to children who require special education programs, services, facilities, etc. in order to meet their educational needs. A traditional and generic term referring to both educationally gifted and educationally handicapped students.

Habilitation - Refers to training efforts to help the handicapped develop their capacities, reduce dependency, and make them as capable and independent as possible through programs appropriate to their needs and ability levels. Usually associated with vocational habilitation.

Handicapped children - A traditional and generic term referring to students who demonstrate a significant learning problem and require special education services. All handicapping conditions are included under this term. It is synonomous with the term exceptional children, with the exception of giftedness.

Mainstreaming - The administrative organizational plan which allows the handicapped child to learn with his/her chronological peers in every possible situation, while providing a trained specialist or specialists for supportive instruction in the specific skills and behaviors that cannot be accommodated through the regular education program. Mainstreaming is a popular term that has been frequently interpreted to refer to the mildly handicapped, even though it has generally been defined to include all levels of disability. Because of the lack of agreement regarding such problems of interpretation, the term is not mentioned in P.L. 94-142 and, instead, is replaced by the term "least restrictive environment".

Physical education

The development of physical and motor fitness; fundamental motor skills and patterns; and the skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education and motor development.

Program options

Each public agency shall take steps to insure that its handicapped children have available to them the variety of educational programs and services available to non-handicapped children in the area, served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Recreation

Includes assessment of leisure function-therapeutic recreation services, recreation programs in schools and community agencies and leisure education.

Related services

As used in this part, the term related services means transportation and such developmental, corrective services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Special education

a) As used in this part, the term special education means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

b) The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered special education rather than a related service under State standards.

Normalization - It is a philosophy that affirms the right of all human beings to experience the patterns and conditions of every day life which are as close as possible to the norms and patterns of the mainstream of society.

Rehabilitation - To restore to a state of physical, mental and emotional health through treatment and training.

Survival skills - Refers to minimum skills needed for successful adjustment in the home and community. In contrast to academic or basic skills, survival skills refer to personal, social, vocational and leisure-time skills. The term is synonomous with activities of daily living (ADL).

Recreation Terms

Leisure - That portion of an individual's time which is not devoted to work or work-connected responsibilities or to other forms of maintenance activity and which, therefore, may be regarded as discretionary or unobligated time.

Leisure counseling - A process which utilizes counseling techniques and recreation experiences in order to help individuals gain an understanding of the role of leisure in their lives and derive meaning and self-satisfaction from their leisure time. Leisure counseling engages the individual in the process of value clarification for purposes of seeking leisure experiences which allow him/her movement towards self-realization and fulfillment.

Leisure education - Refers to educating for the wholesome use of discretionary time in order to enhance the quality of one's life. The term implies a conscious and systematic effort to bring about an attitude favorable toward leisure. Education for leisure includes, but is not limited to, the development of knowledge, skills and appreciations which prepare individuals to make more independent and constructive use of their leisure time.

Play therapy - A technique for helping a person become more sociable by structuring his/her leisure environment to evoke certain responses.

Recreation - Activities or experiences carried on within leisure that are chosen voluntarily by the participant and selected because of the satisfaction or pleasure gained from them and/or their perceived personal and social values.

Therapeutic recreation services - Can be viewed as a process which utilizes recreation for purposive intervention in some physical, emotional and/or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of the handicapped or disabled individual. Such services contribute directly to improving the disabled individual's physical strength, emotional growth and self-confidence. They are practiced by specialists with specialized training, whose services include, among others, the areas of activity analysis, leisure counseling and prescriptive programming performed in institutions, schools and community settings.

Physical Education Terms

Adapted physical education - A diversified program of developmental activities, games, sports and rhythms suited to the interest, capacities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

Perceptual motor activities - Activities designed to develop neuromuscular patterns and reactions which are inherent in and transferable to higher motor skills. They generally include the following types of activities: movement exploration, balance, eye-hand-foot coordination, basic movement and locomotor patterns.

Environmental Education Terms

Environment - All external conditions and influences affecting the life, development and, ultimately, the survival of an organism.

Environmental education - The educational process dealing with one's relationship to the natural and "manmade" environment in order to understand, appreciate and utilize it more wisely.

Outdoor education - An extension of the classroom which uses the out-of-doors as the learning setting to provide direct experiences for students to explore, develop, create and learn about their environment in a natural setting.

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4 5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Five	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

Modules

1 National Legislation and Support for Leisure Education
2 Overview of Leisure Education
3 Leisure Education and the School Curriculum
4 Assessment and Evaluation
5 Leisure Education and the IEP
6 Role of the Facilitators
7 Plan of Action for Facilitating Leisure Education

Module One

National Legislation and Support for Leisure

Purpose: To provide information regarding the provisions of P.L. 94-142, Section 504, and national projects which support leisure education. Discussions of various subjects will include the specific requirements of both laws that address and/or support leisure education, plus various exemplary programs being implemented in the country that focus on various aspects of leisure education for the handicapped.

Goal: The facilitator will gain an understanding and appreciation of national legislation and support that promotes leisure education for the handicapped.

Objective 1.1: The facilitator will demonstrate knowledge of major federal laws which increase the extent and quality of services provided the handicapped.

Objective 1.2: The facilitator will demonstrate knowledge of how the "free appropriate public education" requirement of P.L. 94-142 supports leisure education for the handicapped.

Objective 1.3: The facilitator will demonstrate knowledge of how the "full educational opportunity goal" requirement of P.L. 94-142 supports leisure education for the handicapped.

Objective 1.4: The facilitator will demonstrate knowledge of how Section 504 supports leisure education for the handicapped.

Objective 1.5: The facilitator will demonstrate knowledge of national projects that support leisure education for the handicapped.

MODULE ONE: NATIONAL LEGISLATION AND SUPPORT FOR LEISURE EDUCATION

GOAL STATEMENT: The facilitator will gain an understanding and appreciation of national legislation and support that promotes leisure education for the handicapped.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.1 The facilitator will demonstrate knowledge of major federal laws which increase the extent and quality of services provided the handicapped.	Section 504, The Vocational Rehabilitation Act Amendments of 1973 (P.L. 93-112) a. Major civil rights legislation affecting handicapped of all ages. b. Prohibits discrimination against the handicapped in all programs and activities receiving federal funds (i.e., education, employment, health). c. Assures the handicapped have equal access to community programs and facilities (i.e., schools colleges, museums). d. No federal monies are authorized. P.L. 94-142, The Education for all Handicapped Children Act of 1975. a. Major education legislation affecting the handicapped (ages 3-21) b. Guarantees free appropriate education for all handicapped students. c. Focuses on provision of individualized education to meet the unique needs of handicapped students.	● A mini-lecture accompanied by overhead transparencies which cover highlights of the laws	S.E.L.F. Facilitator's Guide. Field Test Edition, Washington, DC: Institute for Career and Leisure Development, 1979, p.p. 31-37. Federal Legislation, The Arts and Handicapped People. Washington, DC: The National Arts for the Handicapped Committee, 1978, p. 45. "Educating Handicapped Persons," Journal of Teacher Education, 29(6), p.p. 7-46.

MODULE ONE (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.2 The facilitator will demonstrate knowledge of how the "free appropriate public education" requirement of P.L. 94-142 supports leisure education for the handicapped.	Special education: 1) is directed towards meeting the unique needs of handicapped students' use of leisure time. Preparation for leisure (a major life function) is one of the unique needs of many handicapped persons.	• Review written information on P.L. 94-142 and Section 504 and discuss pertinent points as a group. • Utilize an overlay to stress the specific components of P.L. 94-142 that address leisure/support education for the handicapped.	How P.L. 94-142 and Section 504 Support Leisure Education for the Handicapped Federal Legislation, The Arts and Handicapped People, pp. 5-8.
	Related Services, based on need, are required for all handicapped students. Recreation is a related service and is defined, in part, to include leisure education.		
	Individualized Education Program (I.E.P.) stresses comprehensive evaluation for each handicapped student in order to determine an educational plan based on their unique needs. Thus, I.E.P.s should include leisure education content and objectives for many handicapped students.		Writing Individualized Assessment Reports in Special Education: A Resource Manual, Washington, DC: National Association of State Directors of Special Education, p. 131.

MODULE ONE (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.3 The facilitator will demonstrate knowledge of how the "full educational opportunity goal" requirement of P.L. 94-142 supports leisure education for the handicapped	a. Requires provision of additional facilities, personnel and services to further enrich a handicapped child's educational opportunity. b. Focuses on two major provisions: 1) Program Options to insure that handicapped children have available to them the wide variety of educational programs and services provided non-handicapped children. Many program options are leisure oriented (ie, art, music, drama). 2) Nonacademic Services refers to providing handicapped children equal opportunity to participate in services/activities extracurricular in nature (ie, counseling, athletics, special clubs, recreational activities).	● Provide participants with the handout and allow several minutes for them to read the material. ● Next structure a discussion as to what program options and nonacademic services are available to their knowledge.	Handout: A free appropriate public education requirement.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.4 The facilitator will demonstrate knowledge of how Section 504 supports leisure education for the handicapped.	a. Includes essentially the same educational requirements for the handicapped as P.L. 94-142 (i.e., education in the least restrictive environment, equal access to all school-related nonacademic and extracurricular programs available for non-handicapped students).	● Provide information by means of a mini-lecture and use of overhead transparency.	Project SELF facilitator Guide. Washington, D.C.: Institute for Career & Leisure Development, pp, 53-56 Federal Legislation, The Arts and the Handicapped, pp. 9-15.
	b. Emphasis on all ages assures the adult handicapped equal access to post-secondary education programs and activities that are leisure oriented.		
	c. Since all public and private agencies receiving federal support must provide equal access to the handicapped, cultural and recreational programs are now more available to them.		
	d. The increased accessibility of programs and activities in the community for the handicapped during their non-school or discretionary time, requires that schools increase their efforts to educate handicapped students in the constructive use of their leisure time.		

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.5 The facilitator will demonstrate knowledge of national projects that support leisure education for the handicapped.	The following projects have provided new leadership in the leisure field and have also provided substantial resources for leisure education for the handicapped: A. Project LEAP: The Leisure Education Advancement Project provides a curriculum for regular education students ages 5 through 12. B. Project SELF (Research): The Special Education for Leisure Fulfillment project has developed a leisure education curriculum model for use with moderately to severely handicapped students. c. Project SELF (Training): Provides facilitators with training and materials by which they return to their communities and carry out a "plan of action" for promoting improvement in the delivery of leisure education services to the handicapped. D. Project TORCH: Provides inservice training for special educators in	• Present suggested products and materials from the mentioned national projects. Select a few materials for demonstration purposes and emphasize the leisure education aspects of those programs.	Refer to the annotated bibliography for a more complete listing of the materials.

MODULE ONE (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.5 (cont'd)	order to relate outdoor education processes to the school's curriculum for handicapped students. E. Project EXPLORE is a competency based, skill oriented curriculum designed to assist various personnel to provide individualized instruction to handicapped youngsters in outdoor settings. F. Project RECREATE is designed to provide a demonstration model for serving developmentally disabled adolescents and young adults achieve leisure skills plus train health/helping professionals and parents to assist them in this area. G. NATIONAL COMMITTEE ON ARTS FOR THE HANDICAPPED sponsors various service, training and research programs designed to advance the functioning of the handicapped using the Arts as the medium for growth (ie., Special Arts Festivals).		

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.5 (cont'd)	H. LET'S PLAY TO GROW of the Kennedy Foundation sponsors clubs to which the families and the disabled family member belong. The club promotes ideas for playing and growing together. I. SPECIAL OLYMPICS, initiated by the Kennedy Foundation has become a national movement for involving the mentally retarded in sports skills training and competition as part of school programs and during leisure time. J. THE LEISURE EDUCATION DEMONSTRATION PROJECT provides an individualized approach to leisure skills and counseling for the Developmentally Disabled adolescents and adults. K. PROJECT PREP (Preschool Recreation Enrichment Program), also funded by BEH, has developed curriculum and training packages for persons providing recreation and physical education services for the preschool child & preschool handicapped child.		

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 1.5 (cont'd)	L. PAM (Project Acquatics Mainstreaming is an extension of BEH funding directed towards the employment of acquatics as a major vehicle for assisting the handicapped, with special emphasis on training personnel to provide mainstreaming through acquatics in Y.M.C.A. programs nationwide.		

P.L. 94-142

A Free Appropriate Public Education Requirement

Under the new law, all handicapped children are to receive special education, related services, and an individual education program (IEP), which is the main vehicle required by the law for assuring that such services are provided. Consideration of all three requirements: special education, related services and the IEP, finds strong support for the inclusion of leisure education goals and activities within school programs for handicapped students.

1. Special education means "specially designed instruction . . . to meet the unique needs of a handicapped child" and, as such, focuses on the learning experiences particularly important to handicapped individuals during their education. Because of their impairments, most handicapped students need educational intervention that will specifically prepare them for major life functions (i.e., daily living, career, leisure). In other words, handicapped students have unique needs which require a "total" curriculum, in order to enable them to cope with normal living.

2. Related Services. The requirement, under P.L. 94-142, that special education and related services must be provided for all handicapped children provides strong support for promoting leisure education for such learners. Recreation is mentioned in the law as one of the related services that might be necessary in assisting a handicapped child to benefit from special education. In defining recreation, leisure education is specified as a definite aspect of recreation and, thus, the law establishes the importance of preparation for leisure in enhancing the special education of handicapped students. Since preparation for leisure meets one of the unique needs of many handicapped individuals, recreation (to include leisure education) should be considered one of the most significant and necessary related services to be provided handicapped children and youth.

In reality, leisure education goes far beyond being a supportive service in enhancing a child's special education; it should be considered a worthy goal in itself. In other words, leisure education should be considered an integral part of special education and not relegated to a supportive role. Nevertheless, the inclusion of leisure preparation within P.L. 94-142 is the beginning of national recognition of its importance and of growing support for the meeting of life-long learning needs of handicapped children. Many educators who have long espoused the importance of training the handicapped in the area of leisure now show strong support for the inclusion of such leisure experiences in the schools as a result of P.L. 94-142's designation of recreation as a related service.

3. *Individualized Education Program (IEP)*. Under P.L. 94-142, an individualized education program is required for all children defined as handicapped. The IEP serves as the major vehicle for assuring that such children receive an appropriate education. The content of each individualized education program must include, in part, a statement of the child's present levels of educational performance and a statement of the specific special education and related services to be provided each handicapped student. Both of these requirements lend strong support for meeting the recreation and leisure needs of the handicapped.

The requirement that handicapped children receive an individual evaluation should result in increased attention being given to the unique learning needs of such students. Since many handicapped children experience difficulties in the area of leisure, the focus on individual evaluation should produce abundant information regarding the need to stress preparation for leisure in the child's IEP.

Full Educational Opportunity Goal Requirements

P.L. 94-142 requires that both a Free Appropriate Public Education (FAPE) and "Full Educational Opportunity" be provided all handicapped children served by public agencies. The Full Educational Opportunity Goal (FEOG) requirement is broader in scope than the FAPE requirement in the new law. Free appropriate public education must be made available to all handicapped children within the mandated time lines and age ranges specified in the act, and includes special education and related services provided in accordance with an IEP. "Full Educational Opportunity Goal" is an all-encompassing term, which covers children, aged 0-21,and requires the provision of additional facilities, personnel and services to further "enrich" a handicapped child's educational opportunity beyond that mandated under the FAPE requirement. The FEOG requirement specifically refers to providing handicapped individuals full educational opportunity in terms of 1) program options and 2) non-academic services.

1. *Program Options* refers to insuring that "handicapped children have available to them the variety of educational programs and services available to non-handicapped children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education" (Federal Register, 1977). The potential list of program options is extensive and could include any program or activity in which non-handicapped students participate. It is important to note that many program options are, by nature, directed towards leisure-oriented activities designed to enrich and

complement the student's basic education. In recognition of the needs of handicapped children, this aspect of the law is particularly important, in that it affords more realistic and meaningful learning opportunities for such students. Handicapped students, especially the more severely handicapped, need more educationally-guided experiences within the school setting and community which are related to avocational and leisure time preparation.

2. Nonacademic Services refers to providing handicapped children equal opportunity to participate in services and activities that are nonacademic and extracurricular in nature. Such services and activities "may include counseling services, athletics, transportation, health services, recreational activities" and "special interest groups or clubs sponsored by the public agency. . ." (Federal Register, 1977). Again, the intent of this section of the act is to expand the quality of education provided handicapped children by guaranteeing them equal opportunity for participation in a wide variety of learning experiences which are leisure-oriented. Again, this requirement under the Full Educational Opportunity Goal is closely related to providing leisure experiences for handicapped children which are critically important in meeting their life needs. Opportunities for participation in community recreation, outdoor education and recreation programs, Special Olympics, hobby clubs, camping and therapeutic recreation are only a few of the services and activities appropriate for handicapped students under the new law.

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4 5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Fair	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

Module Two

Overview of Leisure Education

Purpose: To provide the facilitator with the information necessary to develop a personal philosphy of education based on an understanding of the nature of recreation and leisure. It is anticipated that the facilitator will develop an understanding of the emerging role of leisure education as well as some of the more critical issues, trends and processes related to education of handicapped children and youth for the wholesome and constructive use of their leisure time.

Goal: The facilitator will achieve a basic understanding and appreciation of leisure education.

Objective 2.1: The facilitator will understand the nature of leisure and recreation and their emerging role.

Objective 2.2: The facilitator will demonstrate an understanding of the nature of leisure education and potential educational goals.

Objective 2.3: The facilitator will demonstrate an understanding of leisure education as it relates to the handicapped.

Objective 2.4: The facilitator will determine current issues and trends in the delivery of leisure education services to the handicapped.

Objective 2.5: The facilitator will become aware of and understand a process model(s) for delivering leisure education in the school's program.

MODULE TWO: OVERVIEW OF LEISURE EDUCATION

GOAL STATEMENT: The facilitator will achieve a basic understanding and appreciation of leisure education.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.1 The facilitator will understand the nature of leisure and recreation and their emerging role.	Emerging role of leisure: ● The Protestant work ethic has contributed to the present day work attitude. ● There are more limited job opportunities for the unskilled, handicapped, retired or elderly. ● A major source of satisfaction and meaning in life comes from leisure time. ● Many people are disenchanted not only with their occupational environments, but also with their living environments. ● People find themselves constantly in stress situations. Persons need to find leisure environments for self-renewal and personal satisfaction.	● Provide information through a lecture and accompanied by overhead transparency	"The Struggle for Significance," Leisure Today, 1976 Project S.E.L.F. Facilitator Guide, Washington, D.C.: ICLD, pp. 6-9
	Philosophy of leisure and recreation includes: ● Resources for developing one's potential.		"An Issue of Attitude Change", Leisure Today, 1976

MODULE TWO (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.1 (cont'd)	• Enable us to live meaningful, significant lives. • Once subsistence needs are met, the range of cultural and spiritual capacities becomes possible • Time not devoted to work and enjoyed through endeavors of sport, entertainment, skills, continuing education, culture, etc. • Quality of life improves and leisure and recreation time becomes more significant and meaningful in our lives.		
	Nature of Leisure: The portion of the individual's time which is not devoted to work or work-related responsibilities. Any emphasis on either time or activities defines leisure in opposition to work. An emphasis on state of mind focuses on personal attitudes and values.	• Engage participants in discussion of the differences in leisure and recreation. Write these down on chalkboard or overhead transparency for discussion purposes. Discuss common elements.	Project S.E.L.F. Facilitator Guide, Glossary of terms, Washington, D.C.: ICLD, p.122 "Leisure Education for a State of Mind," Leisure Today, 1976

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.1 (cont'd)	Nature of Recreation: Activities or experience conducted within leisure that are chosen voluntarily because of the satisfaction or pleasure the individual gains from them.		

MODULE TWO (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.2 The facilitator will demonstrate an understanding of the nature of leisure education and potential educational goals.	Philosophy of Leisure Education: • Education for leisure is not to impose a particular definition of leisure on everyone. Rather it means to promote the conditions within the person and his/her environment that will bring about a certain state of mind. This was and is the original meaning of leisure: performing an activity freely and for its own sake. Thus, education for leisure promotes the values that are best epitomized in the term leisure.	• Have participants read the article on the right. Break into triads for purpose of developing what participants feel are goals for leisure education.	"An Issue of Attitude Change", Leisure Today, 1976
	Potential educational goals for leisure relate to: • Encompasses discretionary time and individual choices • Fuller use of free time enhances life. • Appreciation for diversity of leisure choices. • Leisure responds to and develops one's lifestyle.	• Put the participant's own contribution on goals for leisure education on a chalkboard. • Discuss these and compare the material to the potential educational goals listed in the S.E.L.F. Curriculum Guide.	Project S.E.L.F. Curriculum Guide, Washington, D.C.: ICLD, pp.141-142

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.2 (cont'd)	• Appreciation of leisure experiences is enhanced by direct participation.		
	• Acquire knowledge related to identifying resources, etc., for leisure opportunities. • Develop planning skills for effective use of leisure time.	• Goals may be given in a lecture on the subject while participants follow the material in the SELF Curriculum Guide.	
	• Evaluate personal interests to determine choice of activities. • Evaluate leisure choices based on benefits derived. • Develop skills necessary to participate in a wide variety of activities. • Understand how leisure provides for self-expression and self-development. • Develop interest and problem-solving skills that facilitate more independent pursuits.	• Employ an overhead transparency of leisure education goals and discuss their application to the handicapped.	
	Special leisure education has been defined as providing students...with special competencies necessary to achieve the goal of normal recreational and leisure pursuits and participation.	• Put on overhead transparency for participants to read and refer to during Objective 2.2.	Brannan, Steve. Trends and Issues...Common-Unity in the Community pp. 42-56

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.3: The facilitator will demonstrate an understanding of leisure education as it relates to the handicapped.	Needs of the handicapped in relation to leisure time: ● "Enforced" leisure time. ● Lack of leisure knowledge and skills limits adjustment. ● Failure to adjust on the job is often due to lack of social and interpersonal skills. ● Increased need for related and extended services (i.e. parents, community recreators). ● Need for direct instruction in any area of learning. ● Increased success experiences are important to self concept and motivation.	● Present material in lecture format particularly emphasizing how some needs as enforced leisure time and the normalization principle impact upon the handicapped.	Project SELF: Curriculum Guide, Washington, D.C. ICZD, pp. 36-40
	Benefits of Leisure Education for the Handicapped: ● Achieve lifetime learning skills.	● In a large group, brainstorm for several minutes about the benefits of leisure for the handicapped. Write down all ideas.	Brannan, Steve. "Trends & Issues in Leisure Education," Common Unity in the Community. pp. 41-55

MODULE TWO (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.3 (cont'd)	● Achieve leisure-related knowledge and skills, plus reinforcement of academic skills.		
	● Increased physical fitness, social skill development, self-concept, etc.		
	● Better able to use free time and be more self-directed.	● Review a passout that lists various benefits of leisure education for the handicapped.	Contributions of Leisure Education to the Handicapped (included in manual)
	● Increased exploration of alternative learning environments.		
	● Opportunities which approximate and facilitate more "normal" situations with peers (i.e. "mainstreaming," "normalization," "least restrictive environment")		
	● Develop interests that carry over into home and community settings.		
	● Extends the usefulness and purpose of work.		

MODULE TWO (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.4: The facilitator will determine current issues and trends in the delivery of leisure education services to the handicapped.	Problems in acceptance and delivery of leisure education services: ● Back-to-basics movement emphasizes basic curriculum only; the basics are not addressing the unique needs of many handicapped students for leisure preparation. ● Defined pre-service and in-service training programs are inadequate to meet the leisure needs of the handicapped. Personnel who are trained in the 'leisure' field are only now beginning to emerge. ● In most communities there is a lack of adequate communication between recreation and special education personnel. ● Recreators are usually not hired and/or involved in school programs and therefore not available to provide input (i.e. the IEP).	● Present main ideas in a lecture with accompanying transparency. Then initiate a discussion around the following questions: A. How does the back-to-basics movement hinder the concept of leisure education? B. How can "communication" be increased? C. Envision what type of inservice or pre-service training might answer immediate needs.	Common-Unity in the Community, pp. 114.

MODULE TWO (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.4 (cont'd)	● Administrative leadership is lacking at local and state levels. Trends that support delivery of leisure education services: ● The leisure ethic. ● Concept of mainstreaming. ● Concept of normalization. ● Emergence of advocacy groups. ● Decline of traditional classification and labelling systems. ● Advance counseling as part of leisure education to support a curriculum based on the interests and desires of the students. ● Quality of life movement. ● Individualized education. ● Survival skills curriculum.	● Present material in a lecture, discussing in detail specifics of the more important concepts such as normalization, mainstreaming, parent participation etc. Lecture should be accompanied by overhead transparency listing outline of main points. Accompanying slides showing concepts as a focus on severely handicapped, lifelong learning, and normalization would enhance presentation.	"Trends in the Education of the Handicapped." SELF Facilitators Guide, pp. 30-61. Exceptional Timetables: Historic Events Affecting the Handicapped and Gifted, Reston, Va.: Council for Exceptional Children, 1977, p. 55. "Trends and Issues in Leisure Education for the Handicapped," in Common-Unity in the Community, Eugene Or: Center for Leisure Studies, University of Oregon, pp. 41-56.

MODULE TWO (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.4 (Cont'd)	● Focus on severely handicapped. ● Parent participation. ● Lifelong learning.		

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.5: The facilitator will become aware of and understand a process model(s) for delivering leisure education in the school's program.	There are several models of leisure education in which the components of the leisure education process are defined:	● Discuss the main concepts of the first model and portray it using an overhead transparency.	
	A) Process of Leisure Education as defined by Mundy. 1. leisure awareness 2. self-awareness 3. decision making 4. leisure skills 5. social interaction		Mundy, Jean. "A Conceptualization and Program Design." Leisure Today, 1976
	B) Leisure Education Content Model by Gunn & Peterson 1. awareness of leisure attitudes and values 2. social interaction skills 3. leisure activity skills 4. leisure resources		Francois & Kaempfer. Leisure Education: An Individualized Approach for the Developmentally Disabled, p. 7.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 2.5 (cont'd)	C) A Systems Model specific to the handicapped by Leisure Information Services: 1. Awareness & understanding a. Self understanding and appreciation b. Responsibility & orientation 2. Assessment and planning a. Goal formulation b. Goal exploration 3. Activity exploration a. Knowledge and skill development b, Knowledge and skill exploration	● Open the "Systems Model" resource to page 50 for reference and discussion of that particular model.	A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth, Washington, D.C., Leisure Information Service, 1976, pp. 49-52.

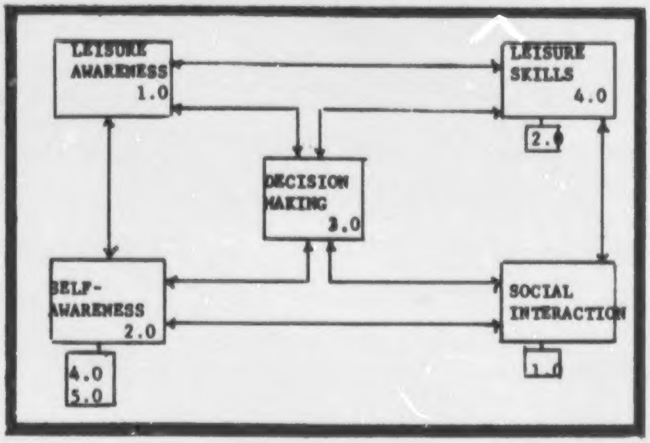
INPUT

An individual

Leisure services personnel who can design learning experiences to reach the ultimate outcomes of leisure education.

PROCESS

LEISURE EDUCATION


LEISURE AWARENESS 1.0
LEISURE SKILLS 4.0
2.0
DECISION MAKING 3.0
SELF-AWARENESS 2.0
4.0
5.0
SOCIAL INTERACTION
1.0

OUTPUT

An individual who:

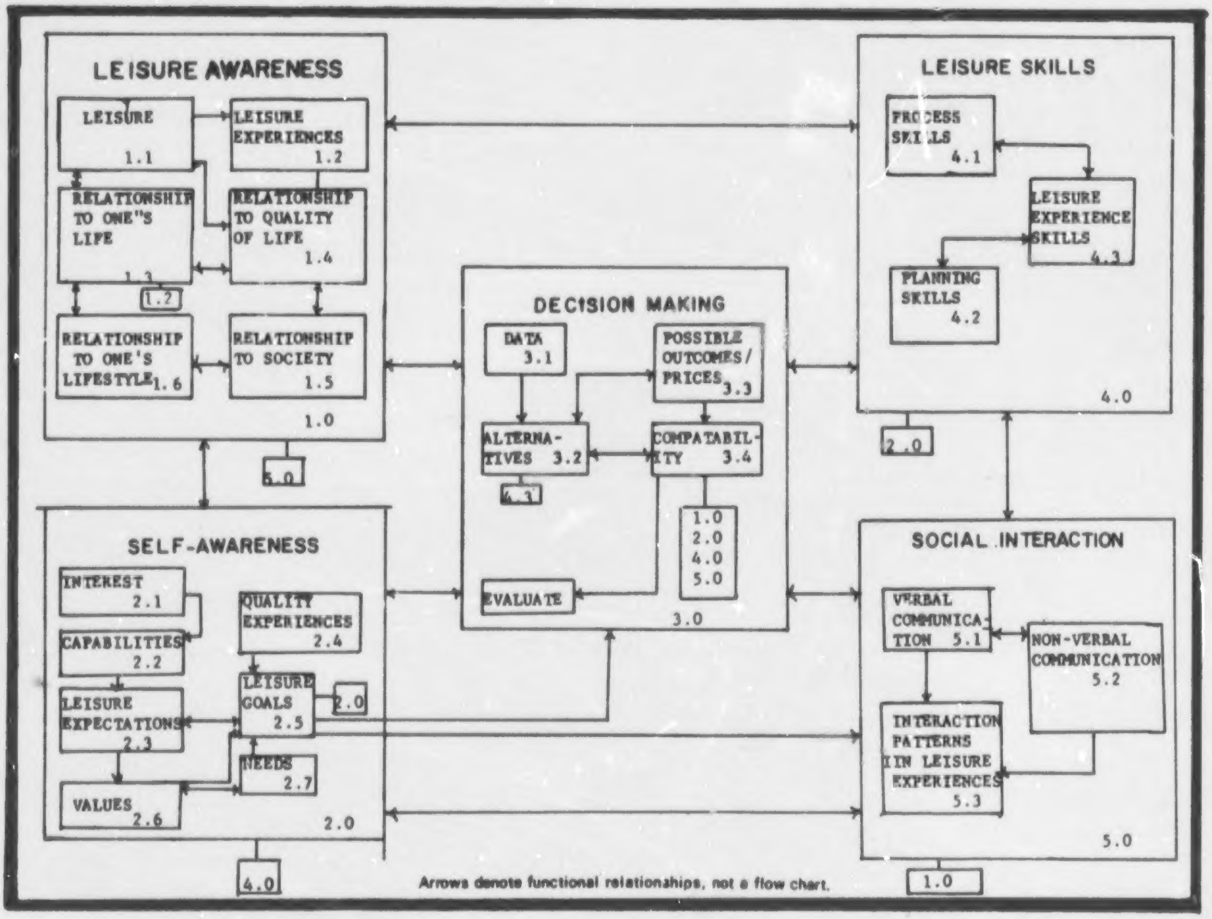
Uses his/her knowledge of leisure and leisure experiences in order to enhance the quality of his/her life during leisure.

Is able to use knowledge about him/herself in making leisure decisions which enhance the quality of his/her life during leisure.

Is competent to direct his/her own leisure experiences toward achievement of quality goals through realistic planning.

Interacts with and relates to others during leisure compatable with his/her leisure goals.

LEISURE EDUCATION COMPONENTS


LEISURE AWARENESS
LEISURE 1.1
LEISURE EXPERIENCES 1.2
RELATIONSHIP TO ONE"S LIFE 1.3
1.2
RELATIONSHIP TO QUALITY OF LIFE 1.4
RELATIONSHIP TO ONE'S LIFESTYLE 1.6
RELATIONSHIP TO SOCIETY 1.5
1.0
5.0
LEISURE SKILLS
PROCESS SKILLS 4.1
LEISURE EXPERIENCE SKILLS 4.3
PLANNING SKILLS 4.2
4.0
2.0
DECISION MAKING
DATA 3.1
POSSIBLE OUTCOMES/ PRICES 3.3
ALTERNATIVES 3.2
COMPATABILITY 3.4
4.3
1.0
2.0
4.0
5.0
EVALUATE
3.0
SELF-AWARENESS
INTEREST 2.1
CAPABILITIES 2.2
LEISURE EXPECTATIONS 2.3
VALUES 2.6
QUALITY EXPERIENCES 2.4
LEISURE GOALS 2.5
2.0
NEEDS 2.7
2.0
4.0
SOCIAL INTERACTION
VERBAL COMMUNICATION 5.1
NON-VERBAL COMMUNICATION 5.2
INTERACTION PATTERNS IN LEISURE EXPERIENCES 5.3
5.0
1.0

Arrows denote functional relationships, not a flow chart.

LEISURE EDUCATION COMPONENTS AND SUBCOMPONENTS

UNIQUE CONTRIBUTIONS OF LEISURE EDUCATION TO THE HANDICAPPED

A child with an impairment(s) that affects his or her performance requires more individualized and direct learning experiences. Special educators have been especially sensitive to the need for involving handicapped children and youth in learning experiences directly related to their daily lives. There is now increased recognition by special educators that leisure education should be part of an ongoing school program, that a relevant education must extend beyond the contrived environment of the classroom, and that leisure skills programming is a medium for integrating concepts from special education, vocational rehabilitation, therapeutic recreation, and physical education (Brannan, 1975). Of special interest is that stronger agreement now exists among various professionals regarding the importance of leisure education: special educators, therapeutic recreation specialists; vocational rehabilitation counselors, and physical educators are all involved to some extent in implementing leisure related programs for the handicapped. A review of selected literature in the field reveals widespread agreement regarding the benefits of involving youngsters, and particularly the handicapped in leisure education activities (Brannan, 1975, 1977; Hawkins, 1976; Nesbitt, 1978; Verhoven, 1976).

1. Leisure education enables the handicapped to develop specific interests and skills in order to make more constructive use of their leisure time.

2. Leisure education enables youngsters to learn and recreate in a "total" living situation, including the home environment.

3. Leisure education can help develop skills of lifetime usefulness (i.e., self-directed behavior, problem solving behavior, observational skills, inquisitiveness).

4. Leisure is inherently motivating and therapeutic because of the fun and adventure associated with experiencing a wide variety of settings.

5. Self-concept development is facilitated through numerous success experiences that are possible in leisure education.

6. Social development is increased through interdependence and interactions with peers and adults. Trust relationships with others are developed; positive interpersonal relationships are formed (child-child; child-teacher, teacher-child).

7. Transfer of learning is also facilitated by enabling youngsters to directly apply skills and concepts to "real" life problem situations encountered in leisure settings.

8. The attraction of leisure activities is an incentive that motivates persons to employ independent and self-initiated behaviors in order to interact within their environment.

9. The variety and high stimulating effect of leisure activities are excellent for increasing skill development in areas of learning typically stressed by special educators: communication (i.e., receptive, expressive, "total") movement, mobility, spatial awareness, and body awareness.

10. Leisure is an effective medium for employing a complete approach to exploring and learning about one's community. Especially for the severely and multiply handicapped, opportunities are abound for tactual learning.

11. Youngsters are able to "open up" and express their individual selves through the more informal and relaxed atmosphere. Such an atmosphere brings persons "closer together," promotes increased feelings of respect for each other as human beings, and enhances future relationships in the total school program.

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4 5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Fair	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

Module Three

Leisure Education and the School Curriculum

Purpose: The content of this module focuses upon the integration of leisure education concepts into the school's curriculum. Underlying concepts for a proposed comprehensive leisure education curriculum model are presented and various approaches to implementing leisure education are addressed that include its designation as a separate subject area, infusion into other subject areas and utilization as a process for improving personal/social development. Curriculum classifications of leisure content are presented and the employment of instructional resource units are proposed as one method of delivering classroom instruction in leisure education.

Goal: The facilitator will understand and appreciate how leisure education content can be integrated into the school's curriculum.

Objective 3.1: The facilitator will demonstrate an understanding of underlying concepts that support a comprehensive leisure education curriculum model.

Objective 3.2: The facilitator will indicate an awareness of various curriculum content models for leisure education.

Objective 3.3: The facilitator will demonstrate an understanding of how to implement leisure education content within the school's curriculum.

MODULE THREE: LEISURE EDUCATION AND THE SCHOOL CURRICULUM

GOAL STATEMENT: The facilitator will understand and appreciate how leisure education content can be integrated into the school's curriculum.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 3.1 The facilitator will demonstrate an understanding of underlying concepts that support a comprehensive leisure education curriculum model.	A) Leisure education can be designated as a separate area of content. B) Leisure education can be infused into all subject areas of the school's curriculum. C) Leisure education can be applicable to all age levels. D) Leisure education can be relevant to all types and levels of disability.	● Utilization of an overhead transparency showing the interrelationships of leisure education to the school's curriculum. ● Initiate discussion regarding the underlying concepts.	Project SELF Curriculum Guide, Washington, D.C. ICLD, pp. 138-139.

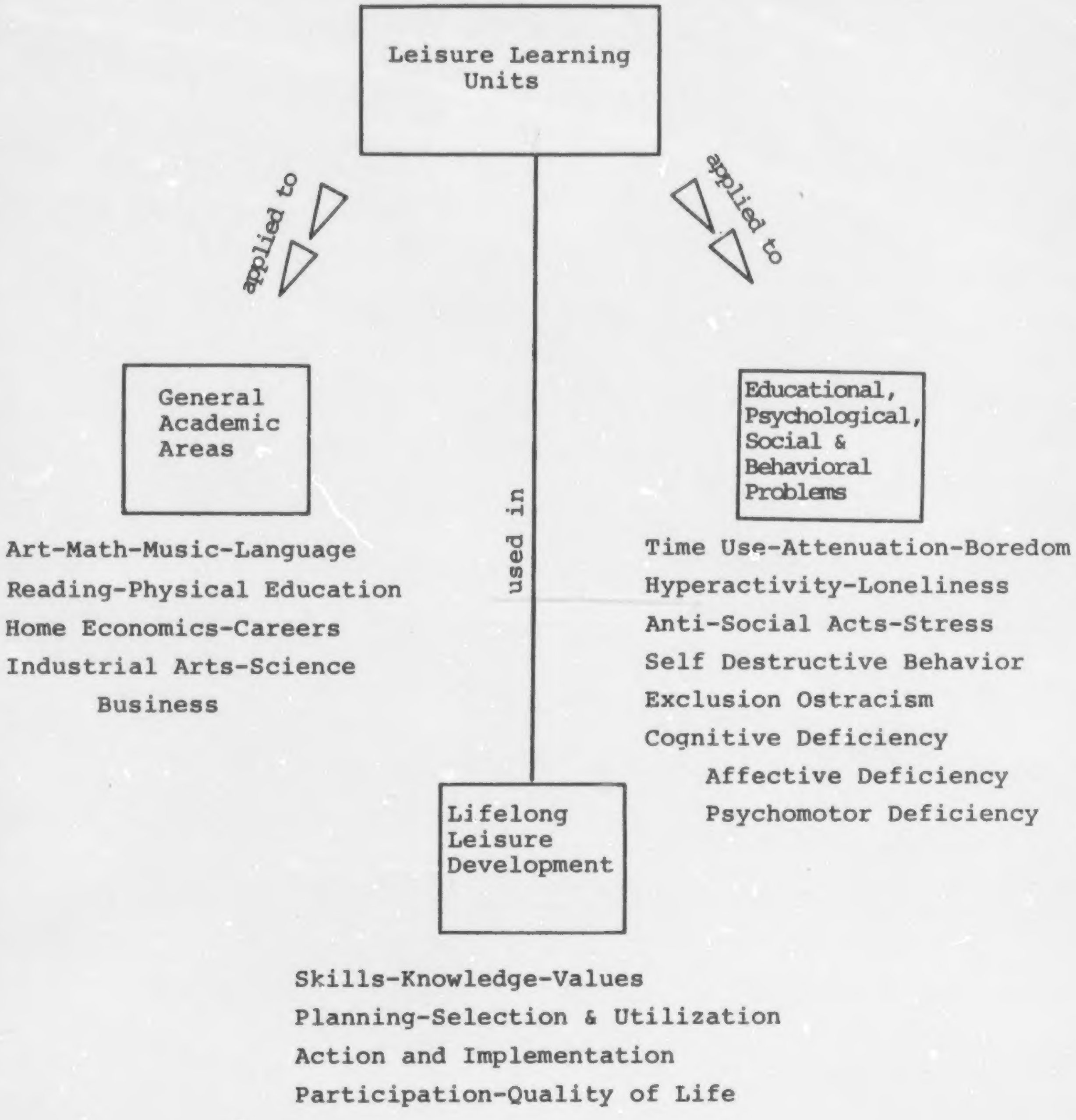
OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 3.2 The facilitator will indicate an awareness of various curriculum content models for leisure education.	The S.E.L.F. taxonomy on leisure education indicates one type of curriculum model for leisure education: • Play and Games • Sports and Physical Development • Camping and Outdoor Activities • Nature Study, Appreciation and Development • Hobby Activities • Craft Activities • Arts Activities • Educational, Entertainment and Cultural Activities	• Open Curriculum Guide to page 142. While the trainer generally explains each primary content area, have the participants read the material. • Employ an overhead transparency depicting the major and minor curriculum areas of leisure functioning.	Project S.E.L.F. Curriculum Guide, Washington, D.C., ICLD, pp. 142-163.
	The Overs Avocational Activities classifies leisure content according to: • Games • Sports • Nature Activities • Collection Activities • Craft Activities • Art and Music Activities • Educational, Entertainment and Cultural Activities • Volunteer Activities • Organizational Activities		Avocational Counseling Manual - A Complete Guide to Leisure Guidance, Overs, et.al., Hawkins & Associates, pp. 163-190.

MODULE THREE (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 3.3: The facilitator will demonstrate an understanding of how to implement leisure education content within the school's instructional program.	Leisure education content can be implemented: a. as a separate subject area in itself (i.e., hobbies) b. through an integration into other subject areas (reading, arithmetic, vocational) c. to facilitate the personal/social development of handicapped children (social interactions, self-control, initiative) The integration of leisure learning experiences into other subject areas is an effective and efficient educational approach that does not require promoting leisure education as an additional or new subject area in an already "crowded" school curriculum.	● Review main areas of leisure content integration using an overhead transparency with an example from Project S.E.L.F. ● Open the S.E.L.F. Curriculum Guide to pp. 44-133 and point out specific examples of a,b, and c. ● Review a specific example of integrating leisure content into various school subjects. Generate ideas from group and/or use examples from Project S.E.L.F.	Project S.E.L.F. Curriculum Guide, Washington, D.C. ICLD, pp. 44-133. "Arenas for Applying the Leisure Education Curriculum," Project S.E.L.F. Curriculum Guide, p. 39 (included in manual) "Integration of Hobby/Activity," Project S.E.L.F. Curriculum Guide, pp. 41-43 (included in manual)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 3.3. (cont'd)	Resource units that employ various instructional suggestions can be used as one major approach to classroom instruction directed towards leisure content: ● Goals and objectives ● Lead-up and follow-up strategies ● Task analyses ● Adaptations/ Modifications ● Resources ● Relationships to other school subjects	• Select various resource units (L.L.U.'s) from the S.E.L.F. Curriculum Guide and present with an overhead transparency and/or a review of selected units from the guide.	Project S.E.L.F. Curriculum Guide, Washington, D.C. ICLD, pp. 161-507.

Arenas For Applying The Leisure Education Curriculum



Leisure Learning Units

applied to

applied to

used in

General Academic Areas

Art-Math-Music-Language
Reading-Physical Education
Home Economics-Careers
Industrial Arts-Science
Business

Educational, Psychological, Social & Behavioral Problems

Time Use-Attenuation-Boredom
Hyperactivity-Loneliness
Anti-Social Acts-Stress
Self Destructive Behavior
Exclusion Ostracism
Cognitive Deficiency
Affective Deficiency
Psychomotor Deficiency

Lifelong Leisure Development

Skills-Knowledge-Values
Planning-Selection & Utilization
Action and Implementation
Participation-Quality of Life

Infusing the Leisure Education Units into the Total School Curriculum

All areas of the existing curriculum with which the teacher may be working can be easily integrated with Leisure Education Units. Overs (1971) has stressed this critical need "to integrate leisure time activities into existing school activities" if students are to receive a total educational program. As the teacher begins to implement the Leisure Education Curriculum he or she will realize how easily the integration of the units into the existing curriculum can be accomplished. Often, it will take few additional resources or specialized material other than those ordinarily available within the classroom environment. An example of the infusion of a leisure time activity into the total school curriculum with the corresponding resources which might be utilized is illustrated in Figure 2.

It is important than any curriculum developed for Leisure Education provide the student numerous opportunities for experiencing a wide range of social situations. These might include such tasks and activities as serving different types of food to groups of individuals, developing skills required in personal interactions, and greeting those activities which support the development of individual interests and hobbies which can be shared with others. Carlson and Ginglend (1968) have strongly expressed the view that any participants in a curriculum such as this should be prepared to function in society. Additionally, they emphasize that there should be no attempt to create mannerisms or interests that are "unrealistic or socially unacceptable in the environment in which the student lives." It is therefore, extremely critical that the teacher who develops her own curriculum units and infusion charts make them as relevant and realistic as possible for the students she will be serving.

There are several methods by which to incorporate the leisure learning units into the total school curriculum. In addition to the infusion charts, the following materials are also included as examples:

- a section entitled "hypothetical student plans illustrates how the leisure learning units are incorporated into individual educational plans to provide an attempt at alleviation of educational, psychological, social and/or behavioral problems children may manifest.

- the follow section depicts the leisure learning units as applied to the general academic area. A teaching approach is suggested which utilizes the leisure learning units to teach specific subject areas or which can be used to facilitate instructional themes which may relate to several subject areas.

An Example of Infusion of Leisure Time Activity Into Total School Curriculum and the Resources Necessary

Hobby Activity - Collection of Fashion Photographs

Curriculum Areas	(Infusion) Activity	Community Resources
Reading	Looks through newspapers, magazines and advertisement circulars for fashions	Newspapers, department stores, mail order catalogs
Language	Describes fashion photographs located in newspapers, magazines, advertisement circulars, catalogs; describes her own and peers clothing	Newspapers, department stores, self and peers, mail order catalogs
Math	Sets up a simple classification system for fashion photograph collection; Purchases resources and materials for organizing collection; Reads prices of clothing in advertisements and at department stores during shopping trips	Discount stores, art supply shops, clothing/department stores
Social Studies	Collect photographs of fashions from a specific period in history	Costume catalogs, magazines depicting historical events (Colonial Living, Yankee); Advertisement brochures (Williamsburg, Sturbridge Village, Busch Gardens, The Old Country); newspaper coverage of ethnic festivals; theatre advertisements for folk dancers, opera, etc., that depict ethnic costumes/period clothing; museums

Curriculum Areas	Activity	Community Resources
Home Economics	Identify and select clothing for different occasions (work, play, school, party, dance); Looks at and chooses "favorite" items from pattern books	Clothing/department stores; fashion magazines; newspaper advertisements, store circulars, mail order catalogs, pattern books
Arts	Cuts out and mounts pictures for collection; Attends performances of theatre, dance, music which use costumes	Newspapers, magazines, advertisement circulars, discount stores; arts/crafts shops (glue, paper, mounting corners, etc.); theatre symphony
Physical Education	Identifies and recognizes clothing used in various sporting activities and their purpose (protection, warmth, ease of movement, etc.) Wears appropriate clothing when playing sports	School gym, sports on television, local stadium where sporting events take place; advertisement from sporting goods stores; sports clothing and equipment; sporting goods stores
Science	Observes the changes in clothing that coincide with seasonal and weather changes	Fashion magazines, ski magazines, sporting catalogs, newspapers from different seasons, advertisement circulars from a variety of seasons
Health	Chooses appropriate clothing for a variety of temperatures and activities (e. g., bathing suit for swimming, winter coat for snow, rain coat for rain	Fashion magazines; advertisement circulars, department stores

Curriculum Areas	Activity	Community Resources
Career	Recognizes community helpers by clothing	Photograph of community helpers; magazines, newspapers, work clothing and uniform catalogs, uniform shops
Industrial Arts	Develops graphic design for mounting and displaying photograph collection	Arts/crafts shows; Art Schools or Institutes; museums

MAJOR CURRICULUM AREA: 4.0 Nature Study, Appreciation and Development

ACTIVITY SUB-CONTENT AREA: 4.4 Animal Care, Training, Breeding, Exhibiting

ACTIVITY: 4.4.4 Cats

OVERVIEW:

Caring for a pet is an opportunity for students to learn a wide variety of responsibilities. Many students have an unrealistic view of the requirements necessary to own and care for animals. While many students may want a pet, they must first be given the opportunity to explore the responsibilities of pet ownership before bringing a pet into the home. A cat is a pet which is highly adaptable to the differences in people and living situations. The skills needed in caring for a cat are easily learned by students, including those with handicaps, thus allowing them the opportunity to develop a caring relationship for the animal. The student will learn basic animal care and develop an appreciation for animal life beyond that available through visits to zoos and other such experiences.

Owning and caring for a cat requires a willingness to devote time toward providing the proper conditions for housing, feeding, safety, affection and attention to the animal. It enables a person to learn responsibility toward caring for a living thing. Cats can become very devoted and are particularly intelligent and sensitive creatures. They can easily adapt to living indoors (as in an apartment) or outdoors, with plenty of space in which to exercise.

They are easy to care for and make very fine pets and good companions. They are able to keep themselves clean, so that generally their basic requirements from their owners are simply for food, water and affection. Learning to provide these needs will help to furnish the student with skills applicable in other areas of his life.

GOAL STATEMENT:

The student will demonstrate the skills required for raising a pet by choosing, owning or caring for a cat.

ASSESSMENT:

1. Bring a cat to class. Encourage the student to handle the cat. Observe the student's ability to care for and handle the cat.
2. Determine whether the student can afford a cat by doing a budget analysis.
3. Is the student responsible in other tasks? Does he care for personal belongings?
4. Determine if the student has any allergies to fur or cats before exposing them to cats. Cats are very allergenic animals.

LEAD-UP STRATEGIES:

1. Invite a veterinarian or pet store operator to visit the class and discuss pets and pet care, costs and responsibilities.
2. Bring cats and other pets to class. Encourage the students to handle the animals and express likes and dislikes.
3. Visit pet shops.
4. Discuss the costs of owning a cat: feeding, vet bills, shots, illness costs, spading, care when on vacation.
5. Show pictures and movies about different kinds of pets, including cats.
6. Ask the students to collect/cut out pictures of different types of cats and things related to caring for cats.

FOLLOW-UP STRATEGIES:

1. Have a cat show - whether stuffed animals or real. Award prizes.
2. Complete a collage or ceramics project involving pictures of cats or cat figurines.
3. Have students draw pictures of the steps necessary to care for their cat - feeding, litter box, etc.
4. Write language experience stories about the child's feeling for his pet.

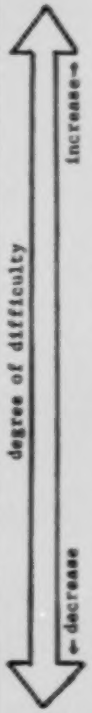
SHORT TERM OBJECTIVES:

1.0 Chooses a cat.
2.0 Names the cat.
3.0 Decides where the cat will live.
4.0 Chooses food for the cat.
5.0 Feeds/waters the cat.
6.0 House-trains the cat, if necessary.
7.0 Grooms the cat.
8.0 Makes routine visits to the vet for shots, check-ups.
9.0 Treats cat for illness.
10.0 Cares for cat (arranges for care) during vacations.
11.0 Transports the cat.
12.0 Provides the cat with attention.

TASK ANALYSIS (sample of 5.0):

5.0 The student feeds/waters the cat.
5.1 The student selects a dish for the cat's food.
5.2 The student selects a dish for the cat's water.
5.3 The student places dishes in a location chosen as a feeding spot.
5.4 The student fills the water dish with fresh water once a day.
5.5 The student puts approximately 1/2 cup of food in the cat's dish in the morning.
5.6 The student breaks food into small pieces.
5.7 The student tries several flavors of food to determine the cat's preference.
5.8 The student feeds the cat a small amount of food again in the evening.
5.9 The student throws away leftover food after one day.
5.10 The student washes the cat's dishes thoroughly every 2-3 days.

ADAPTATIONS/MODIFICATIONS:



- Shows pets in local pet shows (if highbred or purebred).
- Chooses, purchases and cares for a cat independently.
- Joins clubs of pet owners.
- Attends pet shows.
- Organizes a pet show and asks the students to bring their pets in for display and competition.
- Assumes responsibility for a cat (or other pet) that is already a household pet.
- Cares for cats of neighbor or friend while they are away.
- Assumes partial responsibility for care of a cat and is supervised.
- Chooses a pet as a "class project," with each student assuming some responsibility for its care.
- Enjoys watching others with their pets.
- Enjoys pictures of pets or TV shows or movies about cats (i.e., Walt Disney).

RESOURCES:

The Real Book About Pets, Barbara Bates, Garden City Books, Garden City, N.Y.

All About Pets, Margery Williams, MacMillan Co., N.Y., 1957.

Love Means Caring - A Cat to Keep, Rand G. Films, 1975.

Animals and How They Grow, National Geographic Society, 1976.

The Family Chooses a Pet, AIMS Instructional Media Services, Inc., 1971.

Veterinarians, 4-H Clubs.

Pet Clubs, pet owners, pet stores.

Zoos, Animal Shelter, Wildlife Federation.

INTEGRATIVE LEARNING CHART:

SOCIAL STUDIES	Identifies places to obtain pets in the community. Locates veterinarians and pet boarding places.
READING/LANGUAGE	Reads labels on cans to distinguish cat foods from other pet foods. Reads care directions in brochures, books, etc. Asks for help in reading information that he does not recognize.
HOME ECONOMICS	Practices care and feeding of pets. Cares for cat's water/food dishes.
ARTS	Takes pictures of cat for family album. Draws, paints, colors pictures of animals. Models animals from clay.
PHYSICAL EDUCATION	Takes walks with his pet.
SCIENCE	Learns about the anatomy of a cat.
MATH	Uses measuring skills when determining portions of food and water for the cat. Uses money efficiently to purchase food, dishes, veterinary and grooming services.
HEALTH	Identifies what to look for in a healthy animal. Acquires sex education, as it relates to the spaying and neutering of pets.
CAREERS	Develops awareness of careers related to pet care - kennel work, veterinary maintenance, pet shop work.
INDUSTRIAL ARTS	Constructs a house or bed for a pet.

UNIT EVALUATION:

Use the following scale to answer the following questions as they relate to this unit. CIRCLE the appropriate number.*

1 - poor 2 - fair 3 - average 4 - good 5 - excellent

1.	The overview is helpful for understanding the activity.	1	2	3	4	5
2.	The goal statement is clearly stated.	1	2	3	4	5
3.	The lead-up strategies are essential to preparation.	1	2	3	4	5
4.	The assessment-evaluation procedures are easy to use.	1	2	3	4	5
5.	The short-term objectives are appropriate for the goal statement.	1	2	3	4	5
6.	The short-term objectives are detailed to an appropriate extent.	1	2	3	4	5
7.	The task analysis section is helpful.	1	2	3	4	5
8.	The task analysis section is detailed to an appropriate extent.	1	2	3	4	5
9.	The task analysis section is complete for that particular short-term objective.	1	2	3	4	5
10.	The adaptations and modifications are helpful for teaching this unit.	1	2	3	4	5
11.	The suggested resources are helpful for this unit.	1	2	3	4	5
12.	The suggested materials and equipment suggested for this unit are adequate.	1	2	3	4	5
13.	The integrative learning chart provides useful information.	1	2	3	4	5
14.	The unit is appropriate to the average age in your class.	1	2	3	4	5
15.	The overall usefulness of this unit is ...	1	2	3	4	5

*Please use the space provided in the "Notes" section to give us further narrative feedback about the value of the component parts of the unit.

MAJOR CURRICULUM AREA:	8.0 Educational, Entertainment and Cultural Activities
ACTIVITY SUB-CONTENT AREA:	8.6 Personal Social
ACTIVITY:	8.6.3 Dining Out

OVERVIEW:

Dining out is one of America's favorite leisure activities and social experiences. It is a part of the normalizing process to include handicapped persons in such a widely-accepted social activity. The teacher, with as much input from the student as possible, should establish a realistic "dining out" repertoire for the individual student, taking into consideration community facilities, the student's food preferences, financial resources, accessibility (check facilities for architectural barriers, tables too closely grouped to allow for wheelchairs and maneuverability) and location in regard to public transportation.

Settings for dining out range from fast-food restaurants to dinner theatres. The time frame for dining out varies according to the type of dining facility, from a few minutes at a fast-food restaurant to a few hours at a dinner theatre or banquet. The cost of engaging in this activity may vary from as little as $1.00 to $15.00 or more per person, depending upon the setting. Dining out can be an important part of family life as well as a purely social experience, as in dining out with friends or a date.

GOAL STATEMENT:

The student will demonstrate skill and express enjoyment in dining out for pleasure in a variety of settings.

ASSESSMENT:

1. Observe the student's competence in eating skills, functional reading, money skills, use of public transportation, awareness of community resources and socialization skills. Emphasize the student's strengths in each area and work on developing skills that are below the level needed for dining out experiences.
2. Observe the student in a variety of mock dining situations and assess his performance.

LEAD-UP STRATEGIES:

1. Obtain menus from a number of restaurants. If the student is able to read, encourage him to use the menu. For the non-reading student, develop a request for help in reading the menu. The student may ask reading peers, family member, waiters or waitresses.
2. Develop a "tip chart." On large paper construct a chart showing the appropriate tip for specific amounts of money. Make pocket size charts for the students who are unable to calculate a tip and instruct them to carry them in their wallet or purse.
3. Show pictures of a variety of eating facilities. Discuss and compare them, considering types of food, atmosphere, setting, cost, transportation available and accessibility (architectural barriers).
4. Develop menus listing the school cafeteria's daily offerings. In class each day, ask the student to consult the day's menu and choose what he'd like for lunch. Encourage quiet conversation during meal, as in a restaurant.

FOLLOW-UP STRATEGIES:

1. Practice appropriate eating skills in the school cafeteria. Encourage the student to use utensils appropriately and engage in quiet dinner conversation.
2. Prepare, serve, and eat a dinner. Have the students take turns being waiter, waitress, and diner.

SHORT TERM OBJECTIVES:

1.0 Identifies types of dining facilities in the community: street vendors, fast-food, cafeterias, formal sit down restaurants, and their location.

2.0 Uses public transportation to get to the restaurant.

3.0 Dresses appropriately for the restaurant chosen.

4.0 Reads bus schedules, menus, rest room signs.

5.0 Places order appropriately, asking the waiter or responsible person for help, if necessary.

6.0 Demonstrates proper eating skills and use of utensils in a variety of dining settings.

7.0 Pays for services, (transportation, food, tip).

8.0 Indicates, verbally or non-verbally enjoyment of dining out.

TASK ANALYSIS (sample of 1.0):

1.0 Identifies types of dining facilities and their locations.

1.1 Acquaint the student with a variety of dining facilities, their menus, atmosphere, and general expense.

1.2 The student familiarizes himself with the locations of a variety of dining facilities in the community.

1.3 The student expresses preference for certain types of facilities, in general.

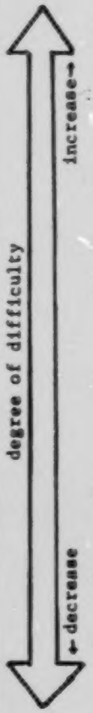
1.4 The student expresses preference in terms of general atmosphere, decor, types of food served, suitability for conversation and suitability for meeting others.

1.5 The student selects and dines at a restaurant, as part of a group under sponsorship and supervision.

1.6 The student selects and dines at a restaurant, as part of a group with a sponsor but does everything independently.

1.7 The student individually selects and dines at a variety of restaurants.

ADAPTATIONS/MODIFICATIONS:



- The student arranges transportation for he and a guest to a formal restaurant, eats, orders, and pays for food.
- The student goes to a formal restaurant and orders, eats, and pays for his food independently.
- The student chooses a sit-down restaurant, arranges transportation, orders, and pays for meal and transportation independently.
- The student chooses a sit-down restaurant, orders, eats, and pays for meal, with some assistance.
- The student selects an ice cream store, arranges transportation for himself and a guest, orders and pays for ice cream.
- The student orders, eats and pays for food at a fast-food restaurant.
- Take the student to a fast-food restaurant, let him order his food and eat independently, as you pay for his food.
- Take the student to fast-food restaurant, order for him, pay for his food, and help him eat.

RESOURCES:

Teaching the Moderately and Severely Handicapped, Volume III, Michael Bender, Peter Valletutti and Rosemary Bender, University Park Press, Baltimore, Md., 1976.

Toward Competency, A Guide for Individualized Instruction, Oregon State, Department of Education, March, 1974.

Local restaurants, public transportation systems, taxi drivers, waiters, waitresses.

INTEGRATIVE LEARNING CHART:

SOCIAL STUDIES	Develops awareness of community facilities and how they may be used for leisure time activities. Identifies different ethnic foods.
READING/LANGUAGE	Reads a menu. Identifies words relating to restaurants. Recognizes words and associates them with the appropriate food or beverage.
HOME ECONOMICS	Shops for, prepares, serves and eats a meal as practice for dining out. Identifies food preferences.
ARTS	Notices table settings/sets table for meal. Appreciates the decor of restaurants (lighting, music, table linens, candles).
PHYSICAL EDUCATION	
SCIENCE	Recognizes spoiled food.
MATH	Calculates "tip" or uses tip chart. Prepares a budget, allowing for dining out. Approximates cost of meals at different types of restaurants.
HEALTH	Selects meals containing foods from the basic food groups. Contrasts nutritious food (fruits, vegetables, milk) with "junk food" (chips, soda, pretzels).
CAREER	Participates in or is aware of food service jobs. Recognizes food stores, restaurants, fast food shops as places of possible enjoyment.
INDUSTRIAL ARTS	

UNIT EVALUATION:

Use the following scale to answer the following questions as they relate to this unit. CIRCLE the appropriate number.*

1 - poor 2 - fair 3 - average 4 - good 5 - excellent

1.	The overview is helpful for understanding the activity.	1	2	3	4	5
2.	The goal statement is clearly stated.	1	2	3	4	5
3.	The lead-up strategies are essential to preparation.	1	2	3	4	5
4.	The assessment-evaluation procedures are easy to use.	1	2	3	4	5
5.	The short-term objectives are appropriate for the goal statement.	1	2	3	4	5
6.	The short-term objectives are detailed to an appropriate extent.	1	2	3	4	5
7.	The task analysis section is helpful.	1	2	3	4	5
8.	The task analysis section is detailed to an appropriate extent.	1	2	3	4	5
9.	The task analysis section is complete for that particular short-term objective.	1	2	3	4	5
10.	The adaptations and modifications are helpful for teaching this unit.	1	2	3	4	5
11.	The suggested resources are helpful for this unit.	1	2	3	4	5
12.	The suggested materials and equipment suggested for this unit are adequate.	1	2	3	4	5
13.	The integrative learning chart provides useful information.	1	2	3	4	5
14.	The unit is appropriate to the average age in your class.	1	2	3	4	5
15.	The overall usefulness of this unit is ...	1	2	3	4	5

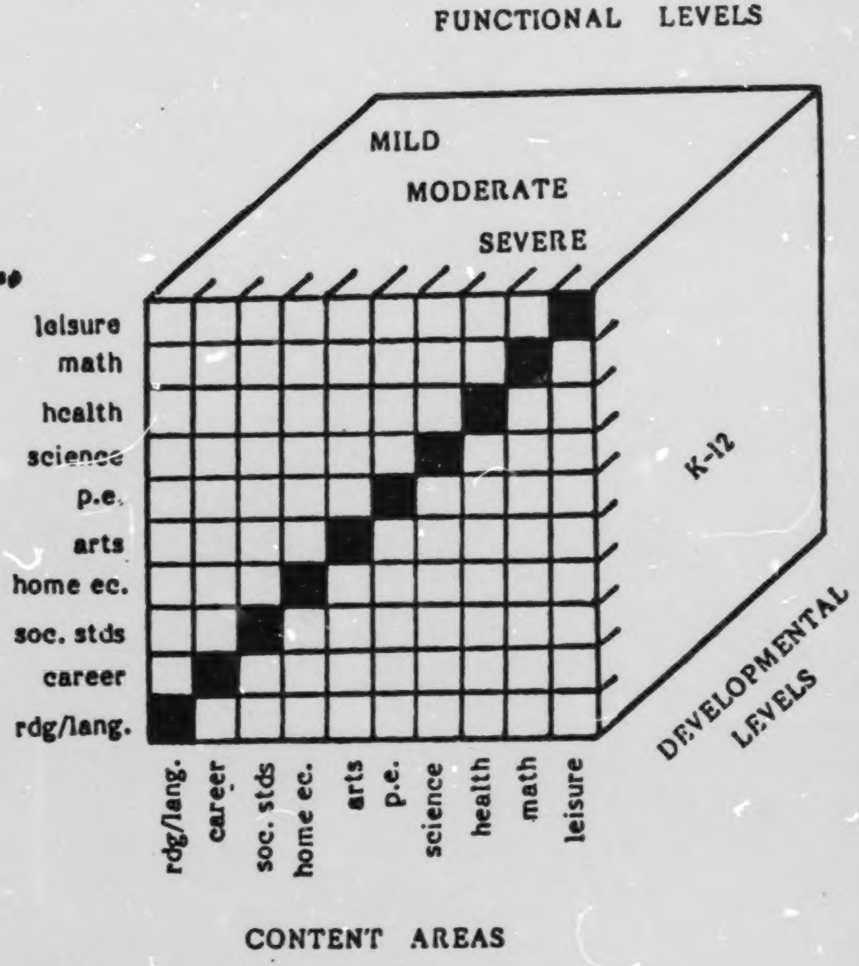
*Please use the space provided in the "Notes" section to give us further narrative feedback about the value of the component parts of the unit.

UNDERLYING CONCEPTS OF THE S.E.L.F. LEISURE EDUCATION CURRICULUM MODEL

Integration of Leisure Content in the School's Curriculum

Leisure Education

- may be a separate subject area;
- may be combined (reading/lang/leisure);
- may be included at all developmental (age) levels;
- is appropriate for students with mild, moderate, and severe handicapping conditions.


FUNCTIONAL LEVELS
MILD
MODERATE
SEVERE
leisure
math
health
science
p.e.
arts
home ec.
soc. stds
career
rdg/lang.
K-12
DEVELOPMENTAL LEVELS
rdg/lang.
career
soc. stds
home ec.
arts
p.e.
science
health
math
leisure
CONTENT AREAS

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4
5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Fair	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths

Weaknesses

Module Four

Assessment and Evaluation

Purpose: This module will emphasize the theoretical constructs and conceptual framework for evaluating leisure education programs for the handicapped. Various aspects of the leisure education process are discussed with suggested procedures for performing formative and summative evaluations. Examples of various instruments for assessing the leisure functioning of handicapped students are included for purposes of assisting facilitators to develop and/or modify procedures to meet their own leisure education program needs.

Goal: The facilitator will understand the overall process for evaluating leisure education programs and the leisure functioning of handicapped students, inclusive of theoretical constructs, tools, and procedures.

Objective 5.1: The facilitator will understand the major types of evaluation to employ in determining program outcomes.

Objective 5.2: The facilitator will demonstrate knowledge of procedures for carrying out evaluation of leisure education programs.

Objective 5.3: The facilitator will understand a process and the instrumentation for assessing the leisure functioning of handicapped students.

MODULE FOUR ASSESSMENT & EVALUATION

GOAL STATEMENT: The facilitator will understand the evaluation process for the delivery of leisure education services and the assessment of students inclusive of theoretical constructs, tools, and procedures:

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 4.1 The facilitator will understand major types of evaluation to employ in determining program outcomes.	Purpose of evaluation of a leisure education program: Evaluation might be defined as a process of gathering information and data in order to determine if the goals and objectives of the program have been met. There are 2 major types of evaluation: a) formative - to improve the program as it is planned and carried out. b) summative - to assess the overall outcomes and impact of the program and its effect on the consumer group. Evaluation can be completed through use of forms, answering questions, data analysis, etc.	• Participants read the related material that defines formative and summative evaluation. • The trainer should generally discuss the concepts and involve participants in contributing further examples of data collection procedures specific to the two types of evaluation.	A Conceptualization and Program Design, Leisure Today AAPHER, 1976 Major Types of Evaluation (included in the manual)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 4.2. The facilitator will demonstrate knowledge of procedures for carrying out an evaluation of leisure education programs.	Employ major types of evaluation: A) General types of formative evaluation procedures: 1. Parent conferences 2. IEP planning meetings provide framework for verbal feedback from entire group responsible for the program. 3. Update of the individual educational plan provides for constant process of monitoring. 4. Observational data or anecdotal reports provide input as to how the plan is proceeding.	• Have participants review the Evaluation Model for Leisure Education, and suggest other examples of formative and summative evaluations that could be employed.	Evaluation Model for Leisure Education (included in manual)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 4.2 (cont'd)	B) General types of summative evaluation procedures: 1. Impact of program upon students: a. how many students participated in leisure education programming? b. what increments were made in students' leisure functioning? - leisure skills - physical skills - self-concept - socialization skills 2. How many individuals became aware of leisure education and how many hours were spent in awareness type activities? 3. How many persons were trained to facilitate leisure education and how many hours were spent in training?	● Review both types of evaluation ● Brainstorm for a brief period of time on the examples or types of techniques people might employ under both types of evaluation for each component of the model. ● Review the Systems Model (p. 50) and the process and steps proposed for a comprehensive evaluation of leisure education.	A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth, Washington, D.C.: Leisure Information Service, p. 50.

MODULE FOUR (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 4.2 (cont'd)	4. What were the results of the program as determined by leisure services personnel and other facilitators?		
	5. What were the most successful procedures and activities in implementing a leisure education program?		
	6. What were the major problems encountered in implementing a leisure education program?		
	7. Degree to which objectives were met, including type and summary of data to support achievements?		

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 4.3 The facilitator will understand a process and the instrumentation for assessing the leisure functioning of handicapped students	Purpose of evaluation of students is to determine their benefit and gain, if any, from participation in a leisure education program. Assessment can be conducted in several ways as previously suggested: • direct measurement • direct observation • interview • self-assessment Validated instrumentation is limited to adequately assess leisure functioning today. Inventories and checklists are available and can be employed to indicate status and growth in: • extent of leisure time participation • type of leisure participation	• Review with participants the Student Assessment Model. "Walk them through each step of the chart with explanation of both process and specific instrumentation. • Discuss the process and answer questions. • Review various types of instrumentation for use by educators, parents, community recreators and students in assessing leisure functioning. • Examine various tools in relation to their intent and potential use.	S.E.L.F. Facilitator Guide, Washington, D.C.: ICLD, pp. 70-75. Student Assessment Model, (included in manual). (Included in manual): - Inventory of Leisure Education and Participation, I.C.L.D. - Indices of Leisure Behavior, I.C.L.D. - Client Information Assessment (various informants), Florida Assoc. of Rehab. Facilities, Inc. - Participation in Leisure Activity Assessment (various informants), Florida Assoc. of Rehab. Facilities, Inc.

MODULE FOUR (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 4.3 (cont'd)	● skill level (ie, awareness, activities) ● leisure setting participation ● personal/social behaviors ● leisure interests ● application of leisure instruction ● maintenance of leisure functioning Assessments can be performed by educators, recreators, parents, students, etc.		- Leisure Awareness Assessment, Florida Association of Rehab. Facilities, Inc. - Leisure Interview Guide, Florida Assoc. of Rehab. Facilities, Inc. - Inferred Self-Concept Scale, Western Psychological Services.

MAJOR TYPES OF EVALUATION

EVALUATION PROCESS	PURPOSE	WHEN CONDUCTED	EXAMPLES OF DATA COLLECTION PROCEDURES
Formative Evaluation (process oriented)	To improve the program as it is planned and/or carried out.	The process is on-going during the planning and implementation of the program.	● needs assessment ● advisory committee input ● IEP meetings and planning sessions ● input from third party evaluation teams ● periodic assessments through observation, testing, interviews, etc.
Summative Evaluation (Product oriented)	To assess the impact and the overall outcomes of the program and its effect on the consumer group.	After program is completed	● pre and post student assessment data ● final program report ● summary of all workshop evaluations ● follow-up report to determine maintenance ● final survey and/or interviews with target population, parents, etc.

Program Evaluation

This information has been adapted from A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12) (1976) for use in developing a rationale for the evaluation of recreation programs for preschool children.*

General

Evaluation can become an unwieldy and disruptive process if it is not planned effectively. When program staff have no direct involvement in the evaluation planning and do not fully understand the evaluation process, then results are not likely to meet their needs.

An evaluation planning procedure should be established in the beginning planning stages of the overall leisure program. It provides a method of accountability for all procedures within a program, indicates success and failure, and clarifies and assesses strengths and weaknesses in the system. It is also a procedure whereby data are collected and analyzed to determine the degree to which pre-set goals have been achieved (Singer, 1976). This handout outlines the following: objectives and functions of evaluation; evaluation questions; justification for evaluation; and one sample evaluation model.

Objectives and Functions of Evaluation

The process of evaluation as it is used in leisure programs, including those for preschool children, has as objectives:

- To gather and classify information about the characteristics of participants in the program.
- To provide staff with objective assessment procedures to help them make the best use of program materials.
- To provide staff and agency administrative personnel with feedback about the program.

It is generally recognized that there are two stages of program evaluation.

- Formative evaluation is conducted to obtain information necessary to improve products or processes as they are being developed or conducted, respectively. This type of evaluation is ongoing during the development and implementation stages of the project. Formative evaluation provides a continuous "monitoring system" that produces information upon which to make in-course program modifications and improvements. Such feedback is recommended on a planned basis and is used as soon as possible to modify the program.

---

*Source: Littman, Karen. PREP Trainers Handbook-Volume III, Washington D.C.: Hawkins and Associates, Inc. Publishers, 1979, pp. 118-121.

Evaluation Questions

Basic questions asked by evaluators include:

- What are the program's objectives and goals? This would encompass: rationale for the program--its primary purpose; participants/users of the program; delimitation (constraints) on evaluation activities; types of data to be collected; and criteria or standards of the program.
- How is the project to be evaluated? What tools are to be utilized?
- What does the program intend to do with the information gathered through the evaluation processes?

Justification for Evaluation

Evaluation is concerned not only with the most obvious questions about the program -- Have we accomplished what we wanted to accomplish? -- but also with the more subtle aspects of the program design. These include (Mayer, 1975):

- Predicting outcomes of a program.
- Generating change in a program.
- Recognizing failures and successes in a program.
- Accounting (Have we taught what we want to teach?).
- Interpreting the overall effectiveness of the program.

Evaluation plays a vital part in establishing:

- Goals and objectives prior to the intiation of the program which determine which standards or criteria are to be met.
- Components to carry out the stated objectives.
- Tools to evaluate effectiveness in meeting established goals and objectives.

Evaluation Models -- The Discrepancy Evaluation Model

Numerous well-tested evaluation models exist which carry out the functions of formative evaluation. Each emphasizes different methods of evaluation and each is geared toward a stage or component of the program. A summary of one model, the Discrepancy Evaluation Model, follows as an illustration of program evaluation.

A major purpose of evaluation is to obtain enough information about the operation of new programs to change and improve them in the early stages of planning and installation. Obviously, the long-run effectiveness of programs at all levels will depend upon adequacy of management, fidelity to program design, and soundness of program design.

Because of the time required to develop new programs, a second purpose of evaluation is to make early predictions about a program's eventual success or failure and to use these estimates as the basis for terminating high failure or risk programs.

Evaluation at its simplest level is the comparison of performance (P) against standard (S):

S-------P

Discrepancy

The difference between standard and performance (S-P) is the discrepancy. Discrepancy information reveals the extent to which hopes, fantasies, or beliefs remain unrealized and indicates whether action is necessary.

Evaluation requires the continuous collection of information about a program's standard at various stages in the program's development and about performance relative to that standard. The discrepancy between performance and standard constitutes valuable feedback for program change and improvement.

A standard (S) consists of more than just program goals or expected student performance. It covers what teachers and other staff plan to do to help participants learn and what resources will be used, and it includes a comprehensive description of resources, processes, and changes in targets or recipients of the program. In essence, a standard is a set of complex expectations.

Performance (P) consists of what actually occurs. It requires collecting information on each part of the complex standard. Were the resources identified intially actually secured? Were staff members engaged in the instructional processes they anticipated? Were students or other program recipients changed as expected?

The standard for the evaluation of a program is derived from the program design or plan of action; it is always unique to a particular program. Program design is the basis for program evaluation. A program must be designed (input, process, and output) to meet a particular standard and to conform to certain specifications, which establish the basis for insuring the adequacy of the program design; that is, discrepancy evaluation provides general criteria for determining whether a program design can be used as a standard for evaluation. Once the design is judged adequate for use as a standard, it will be used repeatedly as a touchstone of performance and will, itself, be subject to a continuous revision.

To determine differences between performance and standards, it is necessary to evaluate a program on three different levels: (1) input, (2) process, and (3) output. Input evaluation seeks to determine whether or not the program has been installed according to plan--whether necessary resources are available; whether individuals involved have the basic skills and competencies needed, whether outside variables which may influence the effectiveness of the program's processes have been taken into account.

The next step, process evaluation, focuses on the effectiveness and appropriateness of the various events of a given program. Processes are those activities which turn inputs into outputs: classroom instruction; training workshops; use of newly designed curriculum materials; or planned program activities.

Input and process evaluation are primarily formative. They allow changes to be made as discrepancies are discovered between actual circumstances and the standards which have been set. Output evaluation, on the other hand, is summative in nature. It seeks to measure the impact of a program, the changes in the input achieved by the process. It can evaluate the usefulness and feasibility of materials, changes in the competencies of individuals attending training programs, or the impact of newly developed programs on the participants they service.

Throughout the evaluation, some indicator of performance is obtained and compared with the standard that defines performance expectation. Any discrepancies between performance and standard are reported to the program staff.

The importance of discrepancy evaluation is that it uses discrepancy information as feedback to staff and is a powerful tool for insuring staff involvement in program improvement. Discrepancy information forces decisionmakers to make a critical choice: They must bring the performance up to the standard or they must change the standard.

The discrepancy evaluation model involves all relevant people in the design and continual modification of a program. It maintains that the best way to improve the program is through the experience of the program staff. Other aspects of the discrepancy evaluation model are that (1) it facilitates management decisions based on program experience; (2) the evaluator and administrator are interdependent; and (3) the evaluator acts as the watchdog of the program standard and is responsible for insuring that the standard vs performance comparison is actually made and any resultant discrepancy information is reported to the staff.

References

Leisure Information Service. 1976. A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth (K-12). Washington, D.C.: Hawkins and Associates, Inc.

Mayer, William (ed.). 1975. Planning Curriculum Development. Boulder, Colorado: Biological Sciences Curriculum Study.

Singer, Robert and Dick, Walter. 1976. Teaching Physical Education: A Systems Approach. Boston: Houghton Mifflin Co.

Yavorsky, Diane. 1977. Discrepancy Evaluation, A Practitioner's Guide. University of Virginia: Evaluation Research Center.

EVALUATION MODEL FOR LEISURE EDUCATION

INPUT	LEISURE EDUCATION PROCESS	OUTPUT	EVALUATION	
			FORMATIVE	SUMMATIVE
A handicapped individual who demonstrates various levels of leisure functioning (ie, awareness, skills)	Leisure awareness Decision-making	An Individual who: ● Is more knowledgeable about the potential of leisure experiences in various settings (ie, home, community)	Does new knowledge lead to new decisions and actions during leisure time?	Pre and post assessment of knowledge and awareness.
		● Uses knowledge of leisure and leisure resources in order to be more self-directed and independent during his/her discretionary time	Does person or persons use awareness to aid in decision-making in school, home, and community settings?	
	Self-awareness	● Is able to use knowledge about self in order to initiate leisure activities which enhances quality of leisure time.	Do leisure decisions reflect ongoing awareness of own needs and interests?	Pre and post survey of attitude/interests before changes and growth.
		● Develops personal leisure interests and makes choices based on own needs.	Is there evidence of motivation and self-directed leisure participation?	Report of observation about leisure decision-making process and results of decisions.

EVALUATION MODEL (cont'd)

INPUT	LEISURE EDUCATION PROCESS	OUTPUT	EVALUATION	
			FORMATIVE	SUMMATIVE
	Leisure skills	● Demonstrates increased ability to perform various leisure time skills in the home and community. ● Is more competent to direct own leisure experiences. Develops short term and long term plans for constructive/realistic use of leisure time.	Does planning occur and appear realistic? Is an increase in leisure skills apparent? Has leisure time increased? Is leisure time of better quality?	Pre and post assessment of leisure skills achievement & competence. Report of observation of skills utilized in making leisure choices.
	Social interaction	● Initiates social interactions and interacts with others during leisure. ● Cooperates with others while meeting own leisure goals.	Have socialization skills increased? Are personal leisure goals compatible with those of peers? Is quality of social relationships good?	Pre and post assessment of social interactions and skills. Attitude survey regarding socialization skills before and after leisure experiences.

Decision-making

STUDENT ASSESSMENT MODEL

INPUT

HANDICAPPED STUDENTS WITH VARYING LEVELS OF STUDENT FUNCTIONING:

- Leisure awareness
- Self-awareness
- Decision-making
- Leisure skills
- Social Interaction

PROCESS

- Referral
- Preliminary interview and background data
- Administration of instruments
- Utilization of various surveys, rating scales, checklists, tests
- Utilization of various assessment techniques: interviews, observations, videotapes, awareness activities
- Synthesis of all data for report writing
- Development of specific planning for education

OUTPUT

- Determination of specific strengths and weaknesses regarding leisure functioning
- Specifying leisure goals and objectives (IEP)
- Planning leisure experiences for increased: Leisure activity skills, self-awareness, leisure awareness, leisure interest, leisure decision-making skills, social skills

Leisure Assessment Tools

Inventory of Leisure Education and Participation

Indices of Leisure Behavior

Client Information Assessment

Participation in Leisure Activity Assessment (fill out by all facilitators)

Leisure Awareness Assessment

Leisure Interview Guide

Inferred Self-Concept Scale

FORM A

I.C.L.D.

INVENTORY OF LEISURE EDUCATION AND PARTICIPATION

Instructions: Based on your knowledge of this student, please indicate the appropriate response for each of the Leisure Learning Activities located below in the far left margin. The responses are divided into two columns - A and B. For Column A, answer "Yes," "No," or "Don't Know" as to whether or not the student has received recent instruction related to these units within the school/home/community setting(s). For Column B, answer "Yes," "No," or "Don't Know" as to whether or not the student independently chooses the following activities to currently participate in during his/her leisure time within the school/home/community setting. Please circle the response that best describes the opinion of you and the parent/guardian.

* * *

LEISURE LEARNING ACTIVITIES	A			B		
	INSTRUCTION			PARTICIPATION		
1. TAG	Yes	No	Don't Know	Yes	No	Don't Know
2. Dodgeball	Yes	No	Don't Know	Yes	No	Don't Know
3. Catch	Yes	No	Don't Know	Yes	No	Don't Know
4. Croquet	Yes	No	Don't Know	Yes	No	Don't Know
5. Solitaire	Yes	No	Don't Know	Yes	No	Don't Know
6. Bingo	Yes	No	Don't Know	Yes	No	Don't Know
7. Yahtzee	Yes	No	Don't Know	Yes	No	Don't Know
8. Sorry Game	Yes	No	Don't Know	Yes	No	Don't Know
9. Simon Says	Yes	No	Don't Know	Yes	No	Don't Know
10. Scrabble	Yes	No	Don't Know	Yes	No	Don't Know
11. Jigsaw Puzzles	Yes	No	Don't Know	Yes	No	Don't Know
12. Swimming	Yes	No	Don't Know	Yes	No	Don't Know
13. Snorkeling	Yes	No	Don't Know	Yes	No	Don't Know
14. Archery	Yes	No	Don't Know	Yes	No	Don't Know
15. Bowling	Yes	No	Don't Know	Yes	No	Don't Know
16. Jogging	Yes	No	Don't Know	Yes	No	Don't Know
17. Rope-Jumping	Yes	No	Don't Know	Yes	No	Don't Know
18. Badminton	Yes	No	Don't Know	Yes	No	Don't Know
19. Table Tennis	Yes	No	Don't Know	Yes	No	Don't Know
20. Softball	Yes	No	Don't Know	Yes	No	Don't Know
21. Kickball	Yes	No	Don't Know	Yes	No	Don't Know
22. Volleyball	Yes	No	Don't Know	Yes	No	Don't Know
23. Backyard Barbecues	Yes	No	Don't Know	Yes	No	Don't Know
24. Pre - Planning Camping	Yes	No	Don't Know	Yes	No	Don't Know
25. Campsite Selection	Yes	No	Don't Know	Yes	No	Don't Know
26. Campsite Development	Yes	No	Don't Know	Yes	No	Don't Know
27. Camp Maintenance	Yes	No	Don't Know	Yes	No	Don't Know
28. Building/Maintaining a Fire	Yes	No	Don't Know	Yes	No	Don't Know
29. Using a Camp Stove	Yes	No	Don't Know	Yes	No	Don't Know
30. Cooking Outdoor Meals	Yes	No	Don't Know	Yes	No	Don't Know
31. Foil-Cooking	Yes	No	Don't Know	Yes	No	Don't Know
32. Beachcombing	Yes	No	Don't Know	Yes	No	Don't Know
23. Observation/Identification of Birds	Yes	No	Don't Know	Yes	No	Don't Know
24. Observation/Identification of Plants	Yes	No	Don't Know	Yes	No	Don't Know
35. Raising and Caring for House Plants	Yes	No	Don't Know	Yes	No	Don't Know
36. Vegetable Gardening	Yes	No	Don't Know	Yes	No	Don't Know
37. Fish and Aquatic Pets	Yes	No	Don't Know	Yes	No	Don't Know

LEISURE LEARNING ACTIVITIES	A INSTRUCTION			B PARTICIPATION		
38. Cats	Yes	No	Don't Know	Yes	No	Don't Know
39. Small Mammals	Yes	No	Don't Know	Yes	No	Don't Know
40. Autograph Collecting	Yes	No	Don't Know	Yes	No	Don't Know
41. Fingerprint Collecting	Yes	No	Don't Know	Yes	No	Don't Know
42. Stamp Collecting	Yes	No	Don't Know	Yes	No	Don't Know
43. Collecting Leaves and Flowers	Yes	No	Don't Know	Yes	No	Don't Know
44. Rock Collecting	Yes	No	Don't Know	Yes	No	Don't Know
45. Collecting Beans, Nuts and Grains	Yes	No	Don't Know	Yes	No	Don't Know
46. Collecting Photographs	Yes	No	Don't Know	Yes	No	Don't Know
47. Collecting Bottles	Yes	No	Don't Know	Yes	No	Don't Know
48. Food Decorating	Yes	No	Don't Know	Yes	No	Don't Know
49. Candlemaking	Yes	No	Don't Know	Yes	No	Don't Know
50. String Art	Yes	No	Don't Know	Yes	No	Don't Know
51. Rug-hooking	Yes	No	Don't Know	Yes	No	Don't Know
52. Stitchery	Yes	No	Don't Know	Yes	No	Don't Know
53. Braiding	Yes	No	Don't Know	Yes	No	Don't Know
54. Puppet-making	Yes	No	Don't Know	Yes	No	Don't Know
55. Assembling Model Trains, Cars and Boats	Yes	No	Don't Know	Yes	No	Don't Know
56. Scrapbook Projects	Yes	No	Don't Know	Yes	No	Don't Know
57. Paper Sculpture	Yes	No	Don't Know	Yes	No	Don't Know
58. Mending Clothing	Yes	No	Don't Know	Yes	No	Don't Know
59. Fast-developing Picture Taking	Yes	No	Don't Know	Yes	No	Don't Know
60. Silk-screen Printing	Yes	No	Don't Know	Yes	No	Don't Know
61. Writing Greeting Cards	Yes	No	Don't Know	Yes	No	Don't Know
62. Fingerpainting	Yes	No	Don't Know	Yes	No	Don't Know
63. Tempera Painting	Yes	No	Don't Know	Yes	No	Don't Know
64. Painting With Water	Yes	No	Don't Know	Yes	No	Don't Know
65. Clay Modeling	Yes	No	Don't Know	Yes	No	Don't Know
66. Industrial Ceramics	Yes	No	Don't Know	Yes	No	Don't Know
67. Playing Rhythm Instruments	Yes	No	Don't Know	Yes	No	Don't Know
68. Musical Composition	Yes	No	Don't Know	Yes	No	Don't Know
69. Creative Rhythms	Yes	No	Don't Know	Yes	No	Don't Know
70. Tap Dancing	Yes	No	Don't Know	Yes	No	Don't Know
71. Puppetry Shows	Yes	No	Don't Know	Yes	No	Don't Know
72. Pantomimes	Yes	No	Don't Know	Yes	No	Don't Know
73. Reading Newspapers	Yes	No	Don't Know	Yes	No	Don't Know
74. Watching TV	Yes	No	Don't Know	Yes	No	Don't Know
75. Attending/Giving Parties	Yes	No	Don't Know	Yes	No	Don't Know
76. Dining Out	Yes	No	Don't Know	Yes	No	Don't Know
77. Dating	Yes	No	Don't Know	Yes	No	Don't Know
78. Keeping a Diary	Yes	No	Don't Know	Yes	No	Don't Know
79. Leisure Shopping	Yes	No	Don't Know	Yes	No	Don't Know
80. City Parks	Yes	No	Don't Know	Yes	No	Don't Know
81. Zoos	Yes	No	Don't Know	Yes	No	Don't Know
82. Libraries	Yes	No	Don't Know	Yes	No	Don't Know
83. Attending Special Interest Shows/Exhibitions	Yes	No	Don't Know	Yes	No	Don't Know
84. Enjoys Means of Community Travel (e.g., Mass Transit)	Yes	No	Don't Know	Yes	No	Don't Know
85. Takes Trips to View Natural Surroundings	Yes	No	Don't Know	Yes	No	Don't Know

I.C.L.D.

FORM B

INDICES OF LEISURE BEHAVIOR

Instructions: Please answer each of the following questions to the best of your knowledge in regards to the leisure behavior of the student. You may wish to discuss some of the questions with the student's parent/guardian for more accurate information. Please circle or check the number/response that best describes the opinion of you and the parent/guardian.

* *

	VERY OFTEN	OFTEN	OCCASIONALLY	SELDOM	NEVER	NO INFORMATION
1. Given a specific period of free time, the student will self-initiate a play/recreation activity.	5	4	3	2	1	0
2. When playing or recreating, the student will remain involved in the activity for a time period appropriate to his/her mental age.	5	4	3	2	1	0
3. When playing or recreating, the student cooperates with others in accomplishing group tasks or goals.	5	4	3	2	1	0
4. Given the opportunity to play or recreate, the student will begin participating without prompting from authority figures (e.g., teacher, parent, etc.).	5	4	3	2	1	0
	5	4	3	2	1	0
5. Given a specific period of time (e.g., recess, after school, etc.), the student will seek out others as playmates or recreation companions.	5	4	3	2	1	0
6. The student is accepted by peers as a partner in play or recreation.	5	4	3	2	1	0
7. The student understands rules and directions of play or recreation in which he/she participates.	5	4	3	2	1	0
8. The student follows rules and procedures of play or recreation in which he/she participates.	5	4	3	2	1	0
9. The student completes play or recreational tasks or activities in which he/she participates.	5	4	3	2	1	0
10. The student appears to express feelings of self-confidence prior to, during, and after a play/recreation experience.	5	4	3	2	1	0
11. The student demonstrates interest in winning.	5	4	3	2	1	0

*Play terminology generally refers to the child's use of leisure time.
*Recreation terminology generally refers to youth and adult's use of leisure time.

	VERY OFTEN	OFTEN	OCCASIONALLY	SELDOM	NEVER	NO INFORMATION
12. The student can accept losing (i.e., sportsmanship).	5	4	3	2	1	0
13. When encountering difficulty in a play or recreation activity, the student will either request assistance or seek positive alternatives to completing the activity.	5	4	3	2	1	0
14. The student is motivated to learn new skills and seek out new play or recreational activities.	5	4	3	2	1	0
15. The student is creative in adapting play and recreation activities to his/her personal needs.	5	4	3	2	1	0
16. The student prefers to engage in play/recreation activities by self.	5	4	3	2	1	0
17. The student engages cooperatively in play/recreation activities with one or two other persons.	5	4	3	2	1	0
18. The student engages in play/recreation activities in a large group.	5	4	3	2	1	0
19. The student takes part in peer group activities, such as community groups and clubs.	5	4	3	2	1	0
20. The student leads peer group activities.	5	4	3	2	1	0
21. The student engages in play/recreation experiences with family members.	5	4	3	2	1	0

	YES	NO	NO INFO.
22. The student knows location of the following play or recreation areas:			
a. home, neighbor's home	___	___	___
b. neighborhood park or playground	___	___	___
c. community or recreation center	___	___	___
d. school	___	___	___
e. special recreation facility for handicapped	___	___	___
f. other ______________________________	___	___	___
22. The student usually participates in play/recreation experiences located at:			
a. home,neighbor's home	___	___	___
b. neighborhood park or playground	___	___	___
c. community or recreation center	___	___	___
d. school	___	___	___
e. special recreation facility for handicapped	___	___	___
f. other ______________________________	___	___	___

LEISURE EDUCATION DEMONSTRATION PROJECT

CLIENT INFORMATION ASSESSMENT*

Parent/Guardian

KEY

Participant ______________________________ Assessment Dates: Pre ____________ (black ink)

Administered To ______________________________ Re ____________ (green ink)

Post ____________ (blue ink)

Personal Leisure Resources: Follow-up ____________ (red ink)

Pre ____

Re ____

Post ____

Follow-up ____

Leisure Skills learned in structured programs (recreation therapy programs, physical education classes, municipal parks and recreation programs, etc.):

Pre ____

Re ____

Post ____

Follow-up ____

CLIENT INFORMATION ASSESSMENT - continued

Leisure Skills presently learning in structured programs:

Pre______________________________

Re______________________________

Post______________________________

Follow-up______________________________

Other leisure activities experienced (field trips from school, outings, activities/skills experienced at previous residences, etc.):

Pre______________________________

Re______________________________

Post______________________________

Follow-up______________________________

Leisure preferences:

Pre______________________________

Re______________________________

Post______________________________

Follow-up______________________________

*Modified and reprinted from Leisure Counseling Program Materials for the Developmentally Disabled, by Kenneth F. Joswiak, published by Hawkins and Associates, Washington D.C., 20024.

LEISURE EDUCATION DEMONSTRATION PROJECT

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT*

Community Rehabilitation Center Informant

Assessment Dates: Pre__________ (black ink) Score__________
Re __________ (green ink) Score__________
Post__________ (blue ink) Score__________
Follow-up__________ (red ink) Score__________

Participant:____________________

Administered to:____________________

85

1. Participation in structured leisure activities of the home, e.g. parties, camping trips, community outings:

Very rarely participates (less than once a month)	Sometimes participates (once a month)	Usually participates (twice a month)	Almost always participates (3 times a month)	Always participates (4 times a month or more)

2. Participation in voluntary structured leisure programs and activities, e.g. municipal parks and recreation programs, arts and crafts classes, school dances, parties at other group homes:

Very rarely participates (less than once a month)	Sometimes participates (2-3 times a month)	Usually participates (4-5 times a month)	Almost always participates (6-7 times a month)	Always participates (8 times a month or more)

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT - continued

3. Self-direction concerning unstructured leisure activities, e.g. bikning, basketball, listening to records, playing cards -- does not include watching TV:

Very rarely initiates leisure activities (0-3 times a week)	Sometimes initiates leisure activities (4-6 times a week)	Usually initiates leisure activities (7-9 times a week)	Almost always initiates activities (10-13 times a week)	Always initiates leisure activities (14 times a week or more)

4. Participation in unstructured leisure activities, e.g.biking, basketball, listening to records, playing cards -- does not include watching TV:

Very rarely participates in leisure activities (0-3 times a week)	Sometimes participates in leisure activities (4-6 times a week)	Usually participates in leisure activities (7-9 times a week)	Almost always participates in leisure activities (10-13 times a week)	Always participates in leisure activities (14 times a week or more)

5. Independent use of community leisure resources within walking distance (includes the ability to travel to and use resources), e.g. bowling alley, ice cream shop, shopping mall:

Very rarely independently uses resources (0-1 time a month)	Sometimes independently uses resources (2-3 times a month)	Usually independently uses resources (4-5 times a month)	Often independently uses resources (6-7 times a month)	Quite often independently uses resources (8 times a month or more)

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT - continued

6. Use of community leisure resources within walking distance (with assistance in travel to or use of the resource from peers or staff):

Very rarely uses resources (0-1 time a month)	Sometimes uses resources (2-3 times a month)	Usually uses resources (4-5 times a month)	Often uses resources (6-7 times a month)	Quite often uses resources (8 times a month or more)

7. Independent use of community leisure resources accessible primarily by car or bus (includes the ability to travel to and use the resources):

Very rarely independently uses resources (0-1 time a month)	Sometimes independently uses resources (2-3 times a month)	Usually independently uses resources (4-5 times a month)	Often independently uses resources (6-7 times a month)	Quite often independently uses resources (8 times a month or more)

8. Use of community leisure resources accessible primarily by car or bus (with assistance in travel to or use of the resource from peers or staff):

Very rarely uses resources (0-1 time a month)	Sometimes uses resources (2-3 times a month)	Usually uses resources (4-5 times a month)	Often uses resources (6-7 times a month)	Quite often uses resources (8 times a month or more)

PARTICIPATION IN LEISURE ACTIVITY ASSESSMENT - continued

9. Comments:

Pre

Re

Post

Follow-up

---

*Modified and reprinted from *Leisure Counseling Program Materials for the Developmentally Disabled*, by Kenneth F. Joswiak, published by Hawkins and Associates, Washington D.C., 20024.

BEST COPY

LEISURE EDUCATION DEMONSTRATION PROJECT

LEISURE AWARENESS ASSESSMENT*

Format:
X = attained the EO or "point"
O = failed to attain the EO or "point"
Pre-assessment = black ink
Re-assessment = green ink
Post-assessment = red ink
Follow-up assessment = red ink

Key: Score based on 100 pts. Each EO equals 4 pts. except EO1 and EO2 of TPO1 which equals 6 pts. each.

ASSESSMENT DATES: Pre__________ Score__________

Re__________ Score__________

Post__________ Score__________

Follow-up__________ Score__________

Name:____

[1]TPO 1: Awareness of the meaning of play and leisure.

_____ _____ _____ _____ [2]EO 1: Awareness of the concept of play. (Identifies 5 out of 6 "play" photographs and 5 out of 6 "work" photographs.)

___ ___ ___ ___ Number of "play" photographs correctly identified.
___ ___ ___ ___ Number of "work" photographs correctly identified.

_____ _____ _____ _____ EO 2: Knowledge of the concept of leisure. (Identifies 1 of the following points.)

___ ___ ___ ___ A. ". . . free from doing things that we have to do."
___ ___ ___ ___ B. ". . . free to do whatever we want as long as it doesn't break the law or hurt anybody."
___ ___ ___ ___ C. ". . . time when we have fun."

---

[1]TPO = Terminal Performance Objective (goal)
[2]EO = Enabling Objective (objective)

TPO 1: Awareness of the meaning of play and leisure (continued).

____ ____ ____ ____ EO 3: Knowledge of when personal leisure occurs. (Identifies 85% of the following appropriate blocks of time.)

During the week:

___ ___ ___ ___ in the mornings
___ ___ ___ ___ in the afternoons
___ ___ ___ ___ after work/school
___ ___ ___ ___ after supper

Saturday:

___ ___ ___ ___ morning
___ ___ ___ ___ afternoon
___ ___ ___ ___ evening

Sunday:

___ ___ ___ ___ morning
___ ___ ___ ___ afternoon
___ ___ ___ ___ evening

____ ____ ____ ____ EO 4: Knowledge of the beneficial effects of play. (Identifies 2 of the following points.)

___ ___ ___ ___ A. ". . . a chance for exercise of physical activity."
___ ___ ___ ___ B. ". . . a chance to be with and talk to people."
___ ___ ___ ___ C. ". . . a chance for learning."
___ ___ ___ ___ D. ". . . lets us have fun." or, ". . . it makes us feel good."

LEISURE AWARENESS ASSESSMENT - continued

TPO 1: Awareness of the meaning of play and leisure (continued).

____ ____ ____ ____ EO 5: Knowledge of the potential relationship of leisure activities and mood alteration. (Identifies all of the following points.)

___ ___ ___ ___ A. Identifies a period of time. (if appropriate)
___ ___ ___ ___ B. Describes the mood.
___ ___ ___ ___ C. Selects an appropriate activity.
___ ___ ___ ___ D. Presents an appropriate rationale.

____ ____ ____ ____ EO 6: Ability to select and engage in a leisure activity for the purpose of mood alteration. (Describes and discusses the activity and the mood.) Record the activity and mood below.

Pre: (1) ____
____
____

Re: (1) ____
____
____

Post: (1) ____
____
____

Follow-up: (1) ____
____
____

LEISURE AWARENESS ASSESSMENT - continued

TPO 2: Awareness of leisure resources in the home.

____ ____ ____ ____ EO 1: Knowledge of one's personal leisure resources. (Identifies and describes a minimum of 3 personal leisure resources.)

___ ___ ___ ___ Provide the number of resources identified.
Record those resources identified below.

Pre: (1)________ (2)________ (3)________

Re: (1)________ (2)________ (3)________

Post: (1)________ (2)________ (3)________

Follow-up: (1)________ (2)________ (3)________

____ ____ ____ ____ EO 2: Ability to use one's personal leisure resources. (Utilizes 2 different resources in 2 different activities.)

___ ___ ___ ___ Provide the number of resources identified.
Record those resources identified below.

Pre: (1)________________
(2)________________

Re: (1)________________
(2)________________

Post: (1)________________
(2)________________

Follow-up: (1)________________
(2)________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 2: Awareness of leisure resources in the home (continued).

____ ____ ____ ____ EO 3: Knowledge of leisure resources owned by the facility. (Identifies and describes 4 resources.)

__ __ __ __ Provide the number of resources identified. Record those resources identified below.

Pre: (1) ____________ (3) ____________
(2) ____________ (4) ____________

Re: (1) ____________ (3) ____________
(2) ____________ (4) ____________

Post: (1) ____________ (3) ____________
(2) ____________ (4) ____________

Follow-up: (1) ____________ (3) ____________
(2) ____________ (4) ____________

____ ____ ____ ____ EO 4: Ability to use leisure resources owned by the facility. (Utilizes 1 resource in a leisure activity.)

__ __ __ __ Record the resource(s) utilized below.

Pre: (1) ________________________

Re: (1) ________________________

Post: (1) ________________________

Follow-up: (1) ________________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 2: Awareness of leisure resources in the home (continued).

____ ____ ____ ____ EO 5: Knowledge of appropriate procedure for borrowing leisure resources. (Identifies all of the following points.)

__ __ __ __ A. ". . . ask the owner for permission."
__ __ __ __ B. ". . . use the way it is supposed to be used."
__ __ __ __ C. ". . . tell the owner if it is broken or lost." or, ". . . offer to pay for it."
__ __ __ __ D. ". . . return it when done with it."

____ ____ ____ ____ EO 6: Knowledge of leisure resources owned by peers willing to share. (Identifies 3 resources and their owners.)

__ __ __ __ Provide the number of resources identified.
Record those resources (and the owners) identified below.

Pre: (1) ____________________ ____________________
(2) ____________________ ____________________
(3) ____________________ ____________________

Re: (1) ____________________ ____________________
(2) ____________________ ____________________
(3) ____________________ ____________________

Post: (1) ____________________ ____________________
(2) ____________________ ____________________
(3) ____________________ ____________________

Follow-up: (1) ____________________ ____________________
(2) ____________________ ____________________
(3) ____________________ ____________________

TPO 2: Awareness of leisure resources in the home (continued).

____ ____ ____ ____ EO 7: Ability to borrow resources from peers. (Engages in 2 different activities using 2 different resources borrowed from peers, in the manner described below.)

__ __ __ __ A. Request for permission.
__ __ __ __ B. Use in accordance with rules, norms, etc.
__ __ __ __ C. Notification of the owner if broken or lost, offer to pay for it.
__ __ __ __ D. Return of the resources when done.

Record those resources (and their owners) utilized below.

Pre: (1) ____________________ ____________________
(2) ____________________ ____________________

Re: (1) ____________________ ____________________
(2) ____________________ ____________________

Post: (1) ____________________ ____________________
(2) ____________________ ____________________

Follow-up: (1) ____________________ ____________________
(2) ____________________ ____________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 3: Awareness of leisure resources in the community.

____ ____ ____ ____ EO 1: Knowledge of leisure resources within walking distance. (Identifies and describes 4 resources.)

___ ___ ___ ___ Provide the number of resources identified. Record those resources identified below.

Pre: (1) ____________________ (3) ____________________
(2) ____________________ (4) ____________________

Re: (1) ____________________ (3) ____________________
(2) ____________________ (4) ____________________

Post: (1) ____________________ (3) ____________________
(2) ____________________ (4) ____________________

Follow-up: (1) ____________________ (3) ____________________
(2) ____________________ (4) ____________________

____ ____ ____ ____ EO 2: Ability to use a leisure resource within walking distance. (Utilizes 1 resource.)

___ ___ ___ ___ Record the resource(s) utilized below.

Pre: (1) ____

Re: (1) ____

Post: (1) ____

Follow-up: (1) ____

LEISURE AWARENESS ASSESSMENT - continued

TPO 3: Awareness of leisure resources in the community (continued).

____ ____ ____ ____ EO 3: Knowledge of leisure resources accessible primarily by car or bus. (Identifies 4 resources.)

__ __ __ __ Provide the number of resources identified. Record those resources identified below.

Pre: (1)________________ (3)________________
(2)________________ (4)________________

Re: (1)________________ (3)________________
(2)________________ (4)________________

Post: (1)________________ (3)________________
(2)________________ (4)________________

Follow-up: (1)________________ (3)________________
(2)________________ (4)________________

____ ____ ____ ____ EO 4: Ability to use a leisure resource accessible primarily by car or bus. (Utilizes 1 resource.)

__ __ __ __ Record the resource(s) utilized below.

Pre: (1)________________________________

Re: (1)________________________________

Post: (1)________________________________

Follow-up: (1)________________________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 3: Awareness of leisure resources in the community (continued).

____ ____ ____ ____ EO 5: Knowledge of information sources. (Identifies 4 of the following sources.)

____ ____ ____ ____ A. Radio
____ ____ ____ ____ B. Television
____ ____ ____ ____ C. Asking friends or staff at work/school
____ ____ ____ ____ D. Observing different places when traveling around town
____ ____ ____ ____ E. Using the telephone to call appropriate places
____ ____ ____ ____ F. Entertainment, advertisement, and "What's Happening Around Town?" sections of the newpaper
____ ____ ____ ____ G. Billboards and posters around town
____ ____ ____ ____ H. Magazines and publications dealing with "things to do" in town
____ ____ ____ ____ I. Yellow pages
____ ____ ____ ____ J. City or state map
____ ____ ____ ____ K. (If unable to read) Requesting literate acquaintances to refer to appropriate sources, e.g., yellow pages
____ ____ ____ ____ L. Any other appropriate source identified by the client

____ ____ ____ ____ EO 6: Ability to utilize an information source. (Identifies and describes the appropriate process for utilizing one of the information sources listed in EO 5.)

____ ____ ____ ____ Record the process identified below.

Pre: (1) ____
____

Re: (1) ____
____

Post: (1) ____
____

Follow-up: (1) ____
____

LEISURE AWARENESS ASSESSMENT - continued

TPO 3: Awareness of leisure resources in the community (continued).

____ ____ ____ ____ EO 7: Knowledge of free leisure resources in the community. (Identifies and describes 4 resources.)

___ ___ ___ ___ Provide the number of resources identified. Record those resources identified below.

Pre: (1)________________ (3)________________
(2)________________ (4)________________

Re: (1)________________ (3)________________
(2)________________ (4)________________

Post: (1)________________ (3)________________
(2)________________ (4)________________

Follow-up: (1)________________ (3)________________
(2)________________ (4)________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 3: Awareness of leisure resources in the community (continued).

____ ____ ____ ____ EO 8: Knowledge of cost of leisure resources. (Identifies and describes cost of 3 resources.)

___ ___ ___ ___ Provide the number of resources identified and described. Record those resources and costs identified below.

Pre: (1)____________________
(2)____________________
(3)____________________

Re: (1)____________________
(2)____________________
(3)____________________

Post: (1)____________________
(2)____________________
(3)____________________

Follow-up: (1)____________________
(2)____________________
(3)____________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 3: Awareness of leisure resources in the community (continued).

____ ____ ____ ____ EO 9: Ability to use a leisure resource in the community, utilizing knowledge to count change correctly. (Utilizes 1 resource.)

__ __ __ __ Record the resource(s) utilized below. Provide information on money exchange involved.

Pre: (1) ______________________________

____

____

Re: (1) ______________________________

____

____

Post: (1) ______________________________

____

____

Follow-up: (1) ______________________________

____

____

LEISURE AWARENESS ASSESSMENT - continued

TPO 4: Awareness of personal leisure interests.

____ ____ ____ ____ EO 1: Knowledge of favorite leisure interests. (Identifies and describes 5 leisure interests.)

__ __ __ __ Provide the number of interests identified. Record those interests identified below.

Pre: (1) ____________________ (4) ____________________
(2) ____________________ (5) ____________________
(3) ____________________

Re: (1) ____________________ (4) ____________________
(2) ____________________ (5) ____________________
(3) ____________________

Post: (1) ____________________ (4) ____________________
(2) ____________________ (5) ____________________
(3) ____________________

Follow-up: (1) ____________________ (4) ____________________
(2) ____________________ (5) ____________________
(3) ____________________

LEISURE AWARENESS ASSESSMENT - continued

TPO 4: Awareness of personal leisure interests (continued).

_____ _____ _____ _____ EO 2: Knowledge of new personal leisure interests. (Identifies and describes 2 new interests.)

___ ___ ___ ___ Provide the number of new interests identified.
Record those interests identified below.

Pre: (1) ____________________ (2) ____________________

Re: (1) ____________________ (2) ____________________

Post: (1) ____________________ (2) ____________________

Follow-up: (1) ____________________ (2) ____________________

---

*Modified and reprinted from Leisure Counseling Program Materials for the Developmentally Disabled, by Kenneth F. Joswiak, published by Hawkins and Associates, Washington D.C., 20024.

LEISURE EDUCATION DEMONSTRATION PROJECT

LEISURE INTERVIEW GUIDE

Participant____________________________________Date_______________

I am going to name some activities that you may do. Do you _______________ (insert each activity on checklist)? If not, would you like to?

CHECKLIST OF LEISURE INTERESTS AND EXPERIENCES

Activity Interest	Participated	
	Have	Have Not But Want To
Bicycling		
Swimming		
Tennis		
Golf		
Gymnastics		
Track & Field		
Fencing		
Handball		
Paddleball		
Football		
Basketball		
Baseball		
Softball		
Soccer		
Volleyball		
Karate		
Judo		
Roller Skating		
Hiking		
Walking		
Camping		
Picnics		
Sightseeing		
Gardening		
Scuba Diving		
Water Skiing		
Horseback Riding		
Boating		
Sailing		
Motorcycling		
Archery		
Riflery		
Beachcombing		
Bowling		
Fishing		

Activity Interest	Participated	
	Have	Have Not But Want To
Horseshoes		
Snorkling		
Concerts		
Dramatics		
Dancing		
Square Dancing		
Painting		
Drawing		
Singing		
Record Listening		
T.V.		
Movies		
Traveling		
Reading		
Macrame		
Knitting		
Crocheting		
Sewing		
Embroidery		
Quilting		
Needlepoint		
Photography		
Model Building		
Collecting Stamps		
Collecting Coins		
Cooking/Baking		
Refinish Furniture		
Ceramics		
Conversation		
Quiet Contemplation		
Church Activities		
Community Center Activities		
Parties		
Tournaments/Contests		
Carnival or Fair		
Circus		
Holiday Events		
Art Show		
Card Games		
Table Games		
Social Games		

Activity Interest	Participated	
	Have	Have Not But Want To
Pinball		
Auto Mechanics		
Fixing Appliances		
Household Repairs		
Tiling, Carpentry		
Wallpapering		
Upholstery		
Other		

180

PORTLAND STATE UNIVERSITY
SPECIAL EDUCATION DEPARTMENT

OUTDOOR EDUCATION/RECREATION EXPERIENCE/SKILL CHECKLIST 1979 MT. HOOD KIWANIS CAMP PROGRAM

EVALUATION SYSTEM
NA NOT OBSERVED OR EMPLOYED WITH CAMPER
1 PERFORMS WITH PHYSICAL AND VERBAL ASSISTANCE
2 PERFORMS WITH VERBAL ASSISTANCE
3 PERFORMS INDEPENDENTLY

Name of Camper ____________________________
Date of Session:
☐ June 17-22
☐ June 24-29
☐ July 1-6
☐ July 8-13
☐ July 15-20
☐ July 22-27
☐ July 29-August 3
☐ August 5-10

1.0 PERSONAL

_____1.1 Communicates needs/ideas
_____1.2 Initiates communication
_____1.3 Follows directions/ instructions
_____1.4 Initiates tasks
_____1.5 Completes tasks
_____1.6 Manages own time
_____1.7 Controls emotions
_____1.8 Accepts challenges
_____1.9 ____________________
_____1.10____________________

2.0 SOCIAL

_____2.1 Cooperates with others
_____2.2 Socializes with others
_____2 3 Respects rights/property of others
_____2.4 Assists others
_____2.5 Develops a friendship(s)
_____2.6 Recognizes contributions of others
_____2.7 ____________________
_____2.8 ____________________

3.0 SELF-HELP

_____3.1 Dresses/ undresses self
_____3.2 Washes/ showers self
_____3.3 Brushes teeth
_____3.4 Practices personal habits of cleanliness
_____3.5 Practices acceptable eating/ table habits
_____3.6 Cares for own belongings
_____3.7 ____________________
_____3.8 ____________________

4.0 NATURE CRAFTS

_____4.1 Cuts with scissors
_____4.2 Tears and folds paper
_____4.3 Selects colors
_____4.4 Uses tools/materials correctly
_____4.5 Applies glue
_____4.6 Paints with materials/tools
_____4.7 Prints/colors with natural materials
_____4.8 Selects own project
_____4.9 Demonstrates creativity
_____4.10 Follows one direction at a time
_____4.11 Follows more than one direction at a time
_____4.12 Completes project 'follows sequence
_____4.13 Works neatly
_____4.14 Helps with clean - up
_____4.15 ____________________
_____4.16 ____________________

PROJECTS

_____4.17 Makes a name tag
_____4.18 Makes a sand candle
_____4.19 Makes a nature collage
_____4.20 Weaves with natural materials
_____4.21 Makes a postcard print
_____4.22 Constructs a puppet
_____4.23 Tie dyes a T-shirt
_____4.24 Makes an autograph notebook
_____4.25 ____________________
_____4.26 ____________________

5.0 MUSIC/DRAMA

_____5.1 Listens to music/ drama
_____5.2 Employs hand/ body movements with music/ drama
_____5.3 Pantomimes
_____5.4 Dances to music
_____5.5 Employs a steady beat
_____5.6 Sings familiar songs
_____5.7 Sings new songs
_____5.8 Sings on pitch
_____5.9 Plays a rhythm instrument
_____5.10 Creates/contributes skit material
_____5.11 Participates in skit according to plans
_____5.12 Imitates during skit
_____5.13 Provide personal interpretation during skit
_____5.14 ____________________
_____5.15 ____________________

6.0 NATURE

SOIL/ROCK

_____6.1 Views/feels/smells soil
_____6.2 Views/feels/smells rock
_____6.3 Discovers unique characteristics of rock (i.e., weight, size, smoothness, roughness)
_____6.4 Discovers unique characteristics of soil (i.e., composition, smell, moistness, dryness)
_____6.5 Communicates proper subgroup names (i.e., clay, sand, pebbles, boulders)
_____6.6 Describes purpose in nature's web (ecosystem; i.e., water flow, erosion)
_____6.7 Describes man's responsibilities to environment (i.e., not littering or stripping areas of resources)
_____6.8 Practices conservation
_____6.9 ____________________
_____6.10 ____________________

WATER

_____6.11 Views/sees/smells water
_____6.12 Discovers unique characteristics of water (i.e., movement, temperature, smell, wetness)
_____6.13 Communicates proper subgroup names (i.e., Mirror Lake, lake, stream, pond)
_____6.14 Describes purpose in nature's web (ecosystem; i.e., plant growth, home for animals)
_____6.15 Describes man's responsibilities to environment (i.e., not polluting, water rationing)
_____6.16 Practices conservation
_____6.17____________________
_____6.18____________________

PLANTS

_____6.19 Views/ feels/ smells plants

BEST COPY

_____6.20 Discovers unique characteristics of plants (i.e. color, forms, fragrance)
_____6.21 Communicates proper subgroup names (i.e., Rhododendron, shrub, flowers, tree)
_____6.22 Describes purpose in nature's web (ecosystem; i.e. plants relation to food chain, oxygen and air, soil)
_____6.23 Describes man's responsibilities to environment (i.e., preserve forests, care for own plants)
_____6.24 Practices conservation
_____6.25 ______________________
_____6.26 ______________________

ANIMALS
_____6.27 Views/feels/smells animals
_____6.28 Discovers unique characteristics of animals (i.e., color, smell, anatomy of fish)
_____6.29 Communicates proper subgroup names (i.e., Rainbow Trout, fish, mouse, insect)
_____6.30 Describes purpose in nature's web (ecosystem; i.e., food)
_____6.31 Describes man's responsibilities to environment (i.e., preserve species, help maintain balance, hunting seasons)
_____6.32 ______________________
_____6.33 ______________________

ATMOSPHERE
_____6.34 Views/feels/smells atmosphere
_____6.35 Discovers unique characteristics of atmoshpere (i.e., warmth of sun, coolness of shade, wind, rain)
_____6.36 Communicates proper subnames (i.e., Big Dipper, star, wind, rain)
_____6.37 Describes purpose in nature's web (ecosystem; i.e., heat from sun, sunlight and water for plants/animals)
_____6.38 Describes man's responsibilities to environment (i.e., gas pollution, aerosols, burning trash)
_____6.39 ______________________
_____6.40 ______________________

7.0 CAMPING

PREPARATION
_____7.1 Rolls/ unrolls sleeping bag
_____7.2 Lays out ground cloth
_____7.3 Pitches survival tent
_____7.4 Ties rope knots
_____7.5 Manages own gear
_____7.6 Packs a pack
_____7.7 ______________________
_____7.8 ______________________

FIRE/ MAINTENANCE
_____7.9 Cleans area for fire
_____7.10 Helps build rock fireplace
_____7.11 Gathers wood for fire
_____7.12 Breaks/ chops wood
_____7.13 Builds fire
_____7.14 Maintains (feeds) fire
_____7.15 Stays appropriate distance from fire
_____7.16 Extinguishes fire
_____7.17 Cleans up camp area
_____7.18 ______________________
_____7.19 ______________________

EQUIPMENT
_____7.20 Operates a camp stove
_____7.21 Operates a camp lamp
_____7.22 Operates a flashlight
_____7.23 Operates a camera
_____7.24 Operates a compass
_____7.25 Uses a pocketknife
_____7.26 Uses a hatchet/axe
_____7.27 ______________________
_____7.28 ______________________

MEALS
_____7.29 Plans/prepares own meal outdoors
_____7.30 Cooks own meal outdoors
_____7.31 Serves/ eats own meal outdoors
_____7.32 Sets table
_____7.33 Clears table
_____7.34 ______________________
_____7.35 ______________________

8.0 PHYSICAL DEVELOPMENT

MOBILITY
_____8.1 Negotiates camp area
_____8.2 Manipulates steps and inclines
_____8.3 Manipulates camp obstacle course (up/downhill)
_____8.4 Manipulates paths and trails
_____8.5 ______________________
_____8.6 ______________________

STRENGTH/ ENDURANCE
_____8.7 Walks daily to program sites
_____8.8 Completes daily calisthenics
_____8.9 Hikes to near destination
_____8.10 Hikes to far destination
_____8.11 Backpacks own gear
_____8.12 ______________________
_____8.13 ______________________

9.0 SPORTS/GAMES

GENERAL
_____9.1 Throws/ strikes ball
_____9.2 Catches ball
_____9.3 Plays volleyball
_____9.4 Plays horseshoes
_____9.5 Plays kickball/ soccer
_____9.6 Shoots bow and arrow at target
_____9.7 Plays softball
_____9.8 ______________________
_____9.9 ______________________

FISHING
_____9.10 Casts a line
_____9.11 Operates a fishing pole
_____9.12 Hooks a fish
_____9.13 Lands a fish
_____9.14 Cleans a fish
_____9.15 Prepares a fish
_____9.16 ______________________
_____9.17 ______________________

SWIMMING
_____9.18 Enters pool safely
_____9.19 Sits/walks in water
_____9.20 Puts face in water
_____9.21 Blows bubbles
_____9.22 Holds breath under water
_____9.23 Plays in water
_____9.24 Jumps into water
_____9.25 Holds onto side of pool
_____9.26 Holds on and moves along side of pool
_____9.27 Floats/kicks with floating device
_____9.28 Face floats
_____9.29 Back floats
_____9.30 Prone glides/kicking
_____9.31 Back glides/ kicking
_____9.32 Turns over
_____9.33 Swims (dog paddles, crawl)
_____9.34 Changes direction while swimming
_____9.35 ______________________
_____9.36 ______________________

NAME OF DIRECTOR
CHUCK KUHNHAUSEN

COUNSELORS

SUMMARY

COMMENTS:	RECOMMENDATIONS:
	182

Module Five

Leisure Education and the IEP

Purpose: This module is directed towards examining the diagnostic/prescriptive instructional process and its relationship to designing individualized education programs, as required under P.L. 94-142, to meet the leisure education needs of handicapped students in the nations schools. Major emphasis will be on training facilitators to employ actual procedures for developing I.E.P.'s that include leisure education objectives and are based on the leisure functioning level of individual students. The participants will be actively involved in reviewing the total I.E.P. process, to include its relationship to other areas of the school's curriculum and potential resources that support the planning and implementation of a comprehensive leisure education program.

Goals : The facilitator will gain knowledge and appreciation of underlying concepts, procedures and resources for developing individualized education programs (I.E.P.'s) to meet the leisure education needs of handicapped students.

Objective 5.1: The facilitator will identify the unique learner characteristics of the handicapped as related to their total educational needs.

Objective 5.2: The facilitator will demonstrate an understanding of the diagnostic/prescriptive instructional process in support of education for leisure.

Objective 5.3: The facilitator will develop an I.E.P. in leisure education based on appropriate process and consideration of learner needs.

Objective 5.4: The facilitator will become aware of leisure-related resources to meet the needs of various learners.

MODULE FIVE - LEISURE EDUCATION AND THE IEP

GOAL STATEMENT: The facilitator will gain knowledge and appreciation of underlying concepts, procedures and resources for developing individualized education programs (IEP's) to meet the leisure education needs of handicapped students.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
5.1 The facilitator will identify the unique learner characteristics of the handicapped as related to their total educational needs.	A. Every child, regardless of level and type of handicapping condition, is able to learn with appropriate instruction.	• Mini-lecture with the use of transparencies so the participant can read as instructor presents information or	Project SELF Curriculum Guide, Washington, D.C.: ICLD, pp. 4-5.
	B. Systematic instruction with extensive opportunities over time, are needed for such learners to develop desired knowledge, skills, and attitudes in any area of learning.	• Give to participants as a handout and mention the material as necessary reading.	
	C. Handicapped children, although slower to learn, follow the same developmental pattern of human development as all other children. The major difference for the target population is that they learn slower and will not achieve at levels commensurate with their normal peers.		
	D. Such children, because of their learning problems, need more intensive instruction and opportunities for practice and repitition than normal children.		Educating Exceptional Children, Houghton Miffin, 1973.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	E. Although on a lower level, the range of individual abilities among such students is usually greater than found among the "normal" population of students. Consequently, greater efforts must be made to develop individualized education programs for such students and, curriculum content must be sensitive to a wide range of needs and be sequenced to provide discreet skills and sub-skills in each area of content.		The Trainable Retarded, C.V. Mosby Co., 1975 St. Louis, Mo.
	F. The unique needs of such students for intensive instructional effort requires the utilization of additional personnel, including the parents. Parent assistance extends the instructional time needed to make meaningful progress with such learners.		Teaching Exceptional Children in All American Schools, Reston, Va. Council for Exceptional Children, 1977
	G. Problems in generalization and transfer of learning require:		

MODULE FIVE (continued)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	(1) instruction directed toward practical living skills. (2) Instructional opportunities in the home, neighborhood, and community environments to practice and retain learned skills in real life settings H. Multi-sensory experiences are critically important for many such students who are deprived experientially because of communication problems This is especially true for most handicapped children who are multi-impaired. I. A stimulating environment is meaningful for the child who needs increased motivation in order to try new experiences. J. The lower the level of functioning, the greater the specificity and preciseness in skill development must be in all areas of learning.		

MODULE FIVE (continued)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	K. Because many handicapped children manifest dificits in such areas as speech and language, prerequisite skills become an integral part of any leisure education experience.		

MODULE FIVE (continued)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
5.2 The facilitator will demonstrate an understanding of the diagnostic/prescriptive instructional process in support of education for leisure.	The following are concepts common to the diagnostic/prescriptive instructional process: 1. Content (or what to teach) is determined by delineating precise behavioral objectives. Content is presented as individual statements of desired student outcome stated in behavioral or performance terms. 2. Emphasis is on student acquisition of specific concepts, knowledge, and skills which are measurable. The measurement of student performance provides baseline data for prescribing initial instruction, directing ongoing instruction, and evaluating individual student progress. 3. Performance criteria (i.e., accuracy, rate, trials) are clearly specified for measuring student achievement of each objective or task.	• Briefly review the concept of individualized instruction and discuss the S.E.L.F. diagnostic/prescriptive model. Have participants read the descriptive material accompanying the schematic. • As needed, present other related models to demonstrate concepts common to the diagnostic/prescriptive process. Utilize transparencies to compare the various models and stress their use in terms of facilitations—adapting them to meet individual program philosophy and needs.	"Schematic of Diagnostic/Prescriptive Model," Project S.E.L.F. Curriculum Guide, pp.8-13 (included in manual) "Developing Functional Programs for The Severely and Profoundly Handicapped Child," Pennsylvania Training Model-Individual Assessment Guide, pp. 42-43 (included in manual). "Individual Program Planning," Developing Effective I.E.P; HEW/BEH, pp. 1-13 (schematic included in manual). "Task Sequence for Instruction in Physical Education and Recreation," Mutnomah County E.S.D., Portland, Oregon

MODULE FIVE (continued)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	4. Student progress (achievement of objectives) is a direct indicator of instructional effectiveness. Instructional competency is thus determined through desired changes in learner behavior.		
	5. Objectives are task analyzed to provide a developmental sequence of skills required for particular tasks. Branching procedures are employed to produce additional steps or sub-skills for accomplishment of steps in the sequence.		
	6. Based on student assessment, prescriptive programs are written for individual students that include instructional information (i.e., cues, reinforcers, correction procedures) and allow for recording and graphing student progress.		
	7. Behavior modification techniques are used extensively with special attention to the specification, monitoring and		

MODULE FIVE (continued)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	modification of teacher cues (conditions), behaviors (desired student skills) and consequences (reinforcers) in order to increase the child's level of learning.		
	8. Teacher curricula are organized as instructional and evaluation guides which give direction and serve as cumulative records for tracking and evaluating student progress.		

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
5.3 The facilitator will develop an I.E.P in leisure education based on appropriate process and consideration of learner needs.	● The I.E.P. is the basic management tool assuming an appropriate education for each handicapped student under P.L. 94-142. ● Important components that must be included in each student's individual education program include: a) Statement of present level of educational performance. b) Statement of annual goals, including short-term instructional objectives. c) Statement of specific special education, related services, and special media or materials. d) Projected beginning and ending dates of services. e) Extent of participation in regular programs	●The components of the I.E.P. should be explained briefly. An accompanying transparency presenting the required components on a sample I.E.P. form could be used for purposes of review.	A Preview on Individualized Education Programs for Handicapped Children, The Foundation for Exceptional Children, 1977, pp. 60 The Individual Educational Program (I.E.P.) Manual

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	f) Appropriate objective criteria and evaluation procedures for achievement of short-term objectives.		
	● Educational Tools (i.e., inventories, checklists) for assessing leisure background, performance, attitudes and interests should be employed to determine each student's strengths and weaknesses and provide direction for developing the I.E.P.	● Discuss as a group how the assessment tools presented in Module Five, Assessment and Evaluation, may be used to determine a student's strengths and weaknesses in leisure functioning and aide in the development of the I.E.P.	
	● Assessment input for the I.E.P. should be received from the teacher(s), parents, student and community recreator.	● Present a hypothetical case study(s) and/or completed leisure assessment tools in order to determine leisure profiles	Leisure Assessment Tools referenced and included in manual with Module Five, Assessment and Evaluation.
	● Participation by the adoptive physical education and community therapeutic recreation specialists in the I.E.P. process better ensures that leisure education will be addressed as part of the educational program.	● Present and discuss sample I.E.P.'s that include leisure-related content Use a transparency of several examples to show participants and/or review one included in the manual.	"I.E.P. Goal and Objectives on Appreciation of Birds," SELF Curriculum Guide, p. 22
	● Parent participation is required on the I.E.P. Team and can promote the	● Review total process of incorporating leisure content into the I.E.P.	SELF Curriculum Guide, pp. 20-25.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	carry over of leisure instruction into the home environment.	and subsequent need for skill sequencing and data recording.	Blank I.E.P. form (included in manual)
		• Have participants develop a hypothetical I.E.P. that will include leisure content participants may use real or hypothetical student case and assessment data.	Blank I.E.P. form (included in manual)
		• Involve participants in small teams to develop and share results with other participants (i.e., use overhead projector).	
	• Leisure time activities provide practical outcomes and application relative to the traditional basic skills and other related areas of the school's curriculum. The I.E.P. may include various leisure-related objectives appropriate to any subject area (i.e., math, science, art, vocational).	• Have participants generate leisure-related activities for various subject areas using the previously developed I.E.P. as a point of reference. Develop ideas individually and/or as a group and share results (i.e., use of overhead projector).	Blank Integrative Learning Chart, Project SELF (included in manual). Integrative Learning Chart transparencies and pens.
	• Leisure-related objectives for other subjects also provide regular teachers and specialists	• Briefly discuss formulation of such activities into subject area objectives related to leisure education.	

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	with practical suggestions for adapting their curriculum to assist mainstreamed handicapped students		

MODULE FIVE (continued)

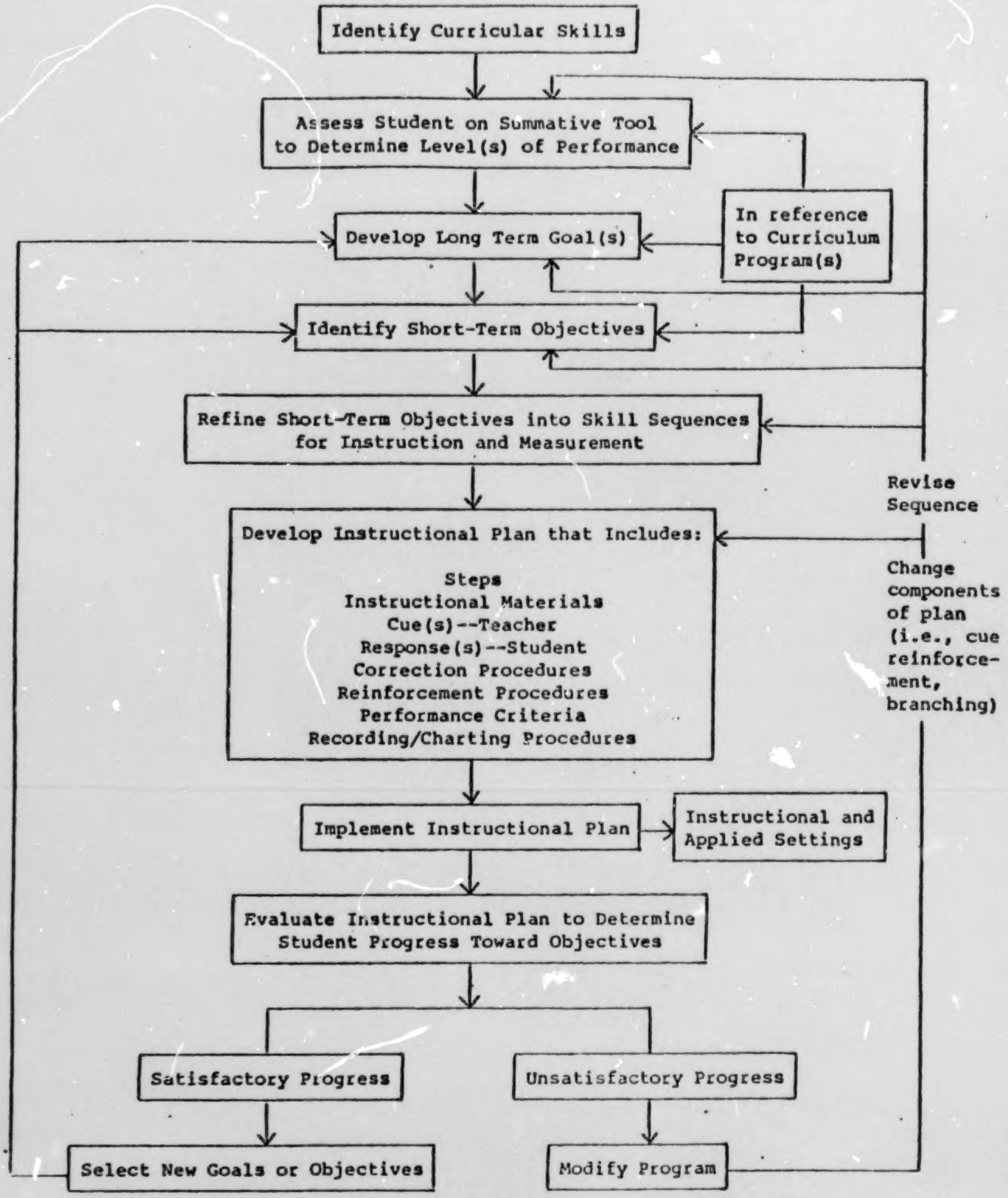
OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
5.4 The facilitator will become aware of leisure-related resources to meet the needs of various learners.	• Leisure education should involve handicapped children and youth in direct learning experiences within their community as an extension of the classroom program. • In order to plan and implement a comprehensive leisure education program key facilitators need to be aware of the resource potential of the home, school, community, state and nation.	• Engage participants in brainstorming the various resources available (home, school, community, etc.) to support the delivery of leisure services. Have participants provide ideas in terms of their respective role experiences: Teacher/Specialist Administrator Parent Recreator Professor	"Resource Utilization;" Systems Model, Leisure Information Service, pp. 113-136.
	• Public community/state organizations and their personnel are a valuable resource: Libraries Cultural Centers Historic Sites Recreation Centers Parks Forest Service	• Participants generate public and private resources common to their community, state. Utilize an overhead projector or newsprint to record the information	
	• Private community/state organizations and their personnel are a valuable resource:		

MODULE FIVE (continued)

<table>
<tr><th>OBJECTIVES</th><th>RELATED CONCEPTS</th><th>STRATEGIES</th><th>RESOURCE MATERIALS</th></tr>
<tr><td></td><td>Y.W.C.A/Y.M.C.A.
Service Clubs (Kiwanis)
T.V./Radio Stations
Red Cross
4-H
Girl/Boy Scouts</td><td></td><td></td></tr>
<tr><td></td><td>• Professional/Parent Organizations offer conference and materials as major resources:
<table>
<tr><th>Organizations</th><th>Related Journals/ Newsletters</th></tr>
<tr><td>CEC</td><td>Exceptional Children, Teaching Exceptional Children</td></tr>
<tr><td>N.R.P.A.</td><td>Parks & Recreation, Therapeutic Recreation Journal</td></tr>
<tr><td>A.A.M.D.</td><td>American Journal, Mental Deficiency</td></tr>
<tr><td>AAHPER</td><td>JOPHER</td></tr>
<tr><td>N.A.R.C.</td><td>Mental Retardation News</td></tr>
</table></td><td>•Review materials exhibit using journal/newsletters to describe use and sponsoring organization.</td><td></td></tr>
</table>

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
	● Leisure-related teaching and student products are available through various local, state & national agencies/organizations: a. Public Agencies (ie., Libraries) b. Private Agencies (ie., Boy Scouts) c. B.E.H. Projects (ie., Project S.E.L.F.) d. L.E.A./S.E.A. (ie., Curriculum Guides) e. NICSEM (National Center for Special Education materials) f. Publishing Companies (some profesionally related): AAHPER ACA Hawkins & Assoc., Publishers. N.R.P.A. C.E.C.	●Review materials exhibit and refer to matrix in resource section of manual that provides an annotated listing of select publications.	"Matrix of Select Curricula" (included in manual)
		●Review various catalogs from various companies and organizations that are leisure-related.	Catalogs from various companies/professional organizations

SCHEMATIC OF DIAGNOSTIC/PRESCRIPTIVE MODEL


Identify Curricular Skills
Assess Student on Summative Tool to Determine Level(s) of Performance
In reference to Curriculum Program(s)
Develop Long Term Goal(s)
Identify Short-Term Objectives
Refine Short-Term Objectives into Skill Sequences for Instruction and Measurement
Revise Sequence
Develop Instructional Plan that Includes:
Steps
Instructional Materials
Cue(s)--Teacher
Response(s)--Student
Correction Procedures
Reinforcement Procedures
Performance Criteria
Recording/Charting Procedures
Change components of plan (i.e., cue reinforcement, branching)
Implement Instructional Plan
Instructional and Applied Settings
Evaluate Instructional Plan to Determine Student Progress Toward Objectives
Satisfactory Progress
Unsatisfactory Progress
Select New Goals or Objectives
Modify Program

(Source: Steve A. Brannan)

Project SELF Curriculum Guide, pp. 8-13

The Diagnostic/Prescriptive Model

In general, the model depicted in Figure 1 proposes an individualized approach to instruction based on assessment of student performance (diagnosis) for determining a specific intervention or treatment plan (prescription). A major factor influencing the success of prescriptive instruction is the specification of goals, objectives and sub-skills in terms of desired student behaviors that are observable and measurable. A brief discussion of the various steps in the proposed model follows with implications for its utilization in the area of leisure education. In addition, effort is made to relate certain aspects of the model to the individualized education program (IEP) now required for each handicapped student under P.L. 94-142.

It is apparent that major concepts inherent in the diagnostic/prescriptive model parallel those now required under the new law for providing individualized education to handicapped students.

1. Identify Curricular Skills

Professionals should employ a curriculum that incorporates the desired learning experiences that students are to receive. A behavioral approach to curriculum development is recommended that employs goal and objectives in all areas of content stated in terms of desired student behaviors. Employing a competency-based curriculum provides educators and others with a meaningful guide that lends itself to individualized instruction and evaluation. For purposes of this project, the Classification of Learning Experiences.

2. Assess Student on Summative Tool(s)

Summative tools that allow assessment of leisure background, performance, attitudes and interests provide needed data for determining an individual educational program (IEP). Although there is a lack of instrumentation today relative to measuring leisure time skills, the utilization of inventories with students, parents and teachers is a valuable method for determining a child's leisure background, general performance levels and interests. Such information provides valuable diagnostic information for educational planning and utilization of the leisure education curriculum to meet individual student needs.

3. Reference Student Achievement to Curriculum

Considered together, experiential, interest and general performance data can be used to project a leisure profile for each student and assist the teacher in determining the entrance area(s) and level(s) at which the student should enter the leisure curriculum (i.e., leisure learning units). More specific assessment can be performed related to goals and objectives specified for particular leisure learning units. The teacher can observe learner behavior in relation to the units goals and objectives which approximate the student's maturity level, interest and adaptive behavior. Actual or simulated testing procedures can also be employed to determine student performance relative to the measurement criteria for particular objectives in the unit. Utilizing the leisure education curriculum as a guide will yield valuable pre-teaching information. Skills relating to those objectives in which the student demonstrates competency and expresses little interest need be taught. Knowledge and skills deficits and areas of student interest are indicators for intervention. Student background, strengths, weaknesses and interests all indicate starting points for instruction.

4. Identify Long Term Goals and Short Term Objectives

The initial outcome of the diagnostic process previously described is to identify the desired goal(s) and objectives to be achieved by the student. A variety of factors will need to be considered in determining the goals and objectives to be included in the individual educational program (IEP) for each child. P.L. 94-142 now requires a child study team that includes the parents (and if appropriate the child) in determining the content of the IEP. Parent and child priorities are especially important as related to leisure education. Other factors that will affect intervention decisions include the availability of instructional time, personnel, district priorities, materials, and community resources and programs. In short, the purpose of this step in the diagnostic prescriptive model is to identify goals and objectives that can be achieved by the student through an individual education program supported by teachers, parents and, if possible, the child.

5. Refine Objectives

Moderately and severely handicapped children require a more systematic approach to instruction that includes the precise specification of objectives or tasks they are to achieve. In addition, because of their lower level of understanding and rate of learning, most objectives or tasks need to be delineated or broken down into a sequential listing of sub-skills or learning steps. This latter process is referred to as task analysis. For purposes of this step in the diagnostic/prescriptive model, it is important to stress that, with such learners, it will usually be necessary to task analyze the objectives (or utilize existing curriculum that includes such a breakdown of content) previous to designing the instructional plan. It is also important to note that task analyses are always relative to individual students and their instructional setting. As a result, task analyses developed by educators for similar objectives will vary for different students. In summary, since the achievement of objectives requires the performance of various pre-requisite tasks on the part of the student, it is suggested that teachers employ a task analysis approach in developing their instructional plan for handicapped students.

BEST COPY

6. Develop Instructional or Implementation Plan

This step in the diagnostic/prescriptive model is directed toward educational intervention. What is included in intervention will depend on previous decisions relative to assessment and specification of desired goals, objectives and learning steps. The instructional or implementation plan contains various components illustrated in the previous schematic (i.e., steps, cues, reinforcement) that will enable the teacher to effectively instruct the student. In general, the instructional plan includes information necessary for effecting and evaluating student learning. In a sense, intervention is concerned with both assessment and programming, the two interactive elements of an ongoing remediation or instructional plan. The instructional plan focuses on learning steps that are delineated to the extent the student is able to master them at optimal rates and in sequence. In addition, the plan includes a quantified measurement system so that all program decisions are based on direct and daily measures of student performance. No attempt is made to discuss the various components in this section, since they are illustrated later in describing a leisure education plan of instruction. (Additional explanation of educational terms is available in the section dealing with terminology).

7. Implement Instructional Plan

Implementation of prescriptive programs (individual education programs) for handicapped students requires coordination of the curriculum, setting, cues, reinforcers, personnel and other related components to provide the most effective instruction and produce desired growth. Such coordination is enhanced by the utilization of a good management system that records initial and ongoing performance data for each child. Coordination of the prescriptive program is also facilitated through use of effective communication procedures. The need for interdisciplinary (team) services for moderately and severely handicapped children requires effective communication between a variety of persons engaged in providing direct and indirect services to the child. Especially in reference to leisure education, parents, recreation specialists and other persons in the community play an important role in meeting the needs of handicapped children. Effective procedures must be employed to communicate student interests and performance between the school, home and community relative to leisure time skill development. Lastly, a distinction needs to be made between individual programming and individual instruction. Individualized programming refers to providing learning experiences for a child relative to his/her functioning level and interests. Individualized instruction refers to various methods (i.e., one-to-one, small groups, large group) employed in carrying out the individual program for each child. Although one-to-one instruction is even more a necessity with the more severely impaired child, group instruction is also important, especially in relation to social development and the need to acquire interactive skills needed for successful adjustment in home, school and community settings.

BEST COPY

8. Evaluate Student Progress

It is essential that teachers employ a good data recording system to assess and track children as they progress through their individual program. Such data is important for evaluating the relative effectiveness of instructional strategies as determined by the child's progress towards achieving desired objectives. As noted in Figure 1, this step in the diagnostic/prescriptive process refers to making needed changes in the prescriptive program for each student. If a child is making satisfactory progress and achieving stated objectives, change refers to updating the individual program or selecting new objectives from the curriculum for the student. If a child is making unsatisfactory progress, change refers to modification of various components in the individual program to facilitate student learning. Such modification usually involves adjusting the objectives (i.e., desired student behaviors), stimulus or cue (ie., teacher instruction and materials) and/or reinforcement (i.e., ratio, type). Often, a more specific delineation of skills (branching) is needed to help the handicapped student progress towards achievement of an objective. Evaluation of student progress might also reveal the need to investigate the appropriateness of the goal(s) and objective(s) previously identified for the student to achieve. A comprehensive approach to evaluation should always consider the relevance of particular content (i.e., knowledge, skills) for the individual student and the instructional techniques being employed to increase learning. In order to identify specific educational modifications needed, it is important that teachers, parents and others keep records or data on student performance to indicate whether particular components in the instructional plan (or combinations of components) are producing desired changes in student learning. In the subsequent illustrations specific to leisure education, several examples are provided to demonstrate ongoing assessment of student performance that will facilitate evaluation.

FLOW CHART

The development of an integrated educational program for the severely and profoundly mentally retarded and multi-handicapped includes a number of discrete processes of planning and assessment that may become disjointed unless there is a system developed to insure that the specific program implemented is reflective of the major needs of the individual. A flow chart has been developed to summarize many of the steps involved in designing specific programs. When reading a flow chart, start at the top and go down or across depending upon whether the process was completed. Go to the next step for all processes completed but those not completed should be finished before proceeding; otherwise, the program may be fragmented.

Starting at the top, the processes of general assessment, observation, and task analysis should be completed prior to writing an instructional objective. The general assessment can be obtained from the Curriculum Guide; the Competency Checklist can facilitate your observation of the individual. In observing the individual, note his/her behaviors in response to specific tasks designed to assess the level of functioning as well as the individual's behavior in a free setting where no specific tasks are presented. After deciding upon a specific instructional objective, task analyze the objective into a sequence of behaviors required to achieve the overall objective.

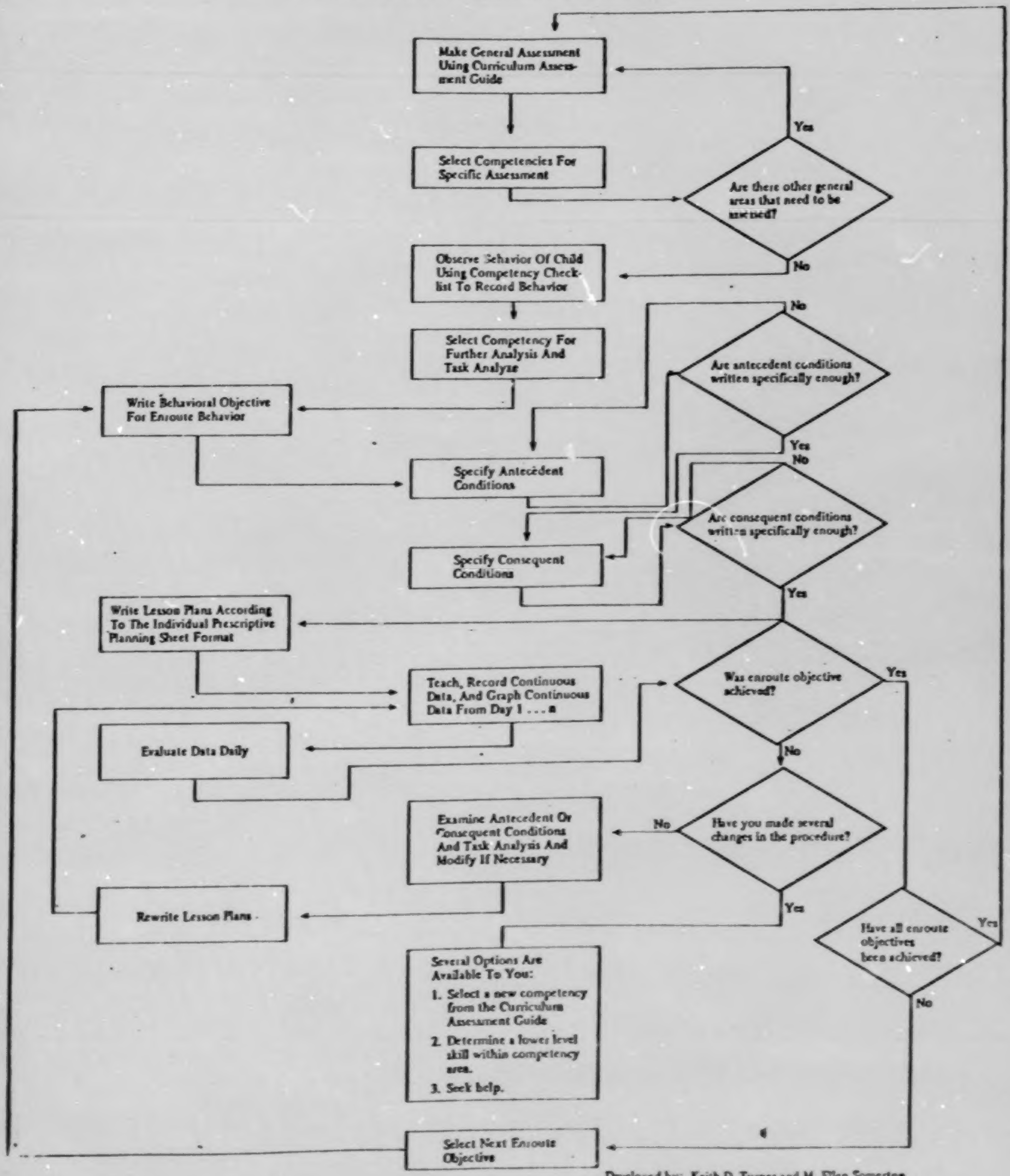
Continuing downward, the descriptive antecedents and consequences are specified in the lesson plan. The Individual Prescriptive Planning Sheet can serve as a guide for writing complete lesson plans. The recording and graphing processes will indicate the effectiveness of the instructional program if continuous data is collected. If progress has been achieved on one enroute objective, then continue the same lesson plan with the next enroute objective. After completing all enroute objectives, the teacher should go to the top of the flow chart to take a broad look at the total child again to determine priorities for the development of another specific program.

When progress has not been realized on an enroute objective, the lesson plans should be rewritten to include either an antecedent or consequent change in the program. This change should also be indicated on the individual's graph. After a number of changes in the instructional program and still no progress, there should be a re-assessment of the total program; the instructional objective may not be appropriate for the child's level of functioning.

Pennsylvania Training Model

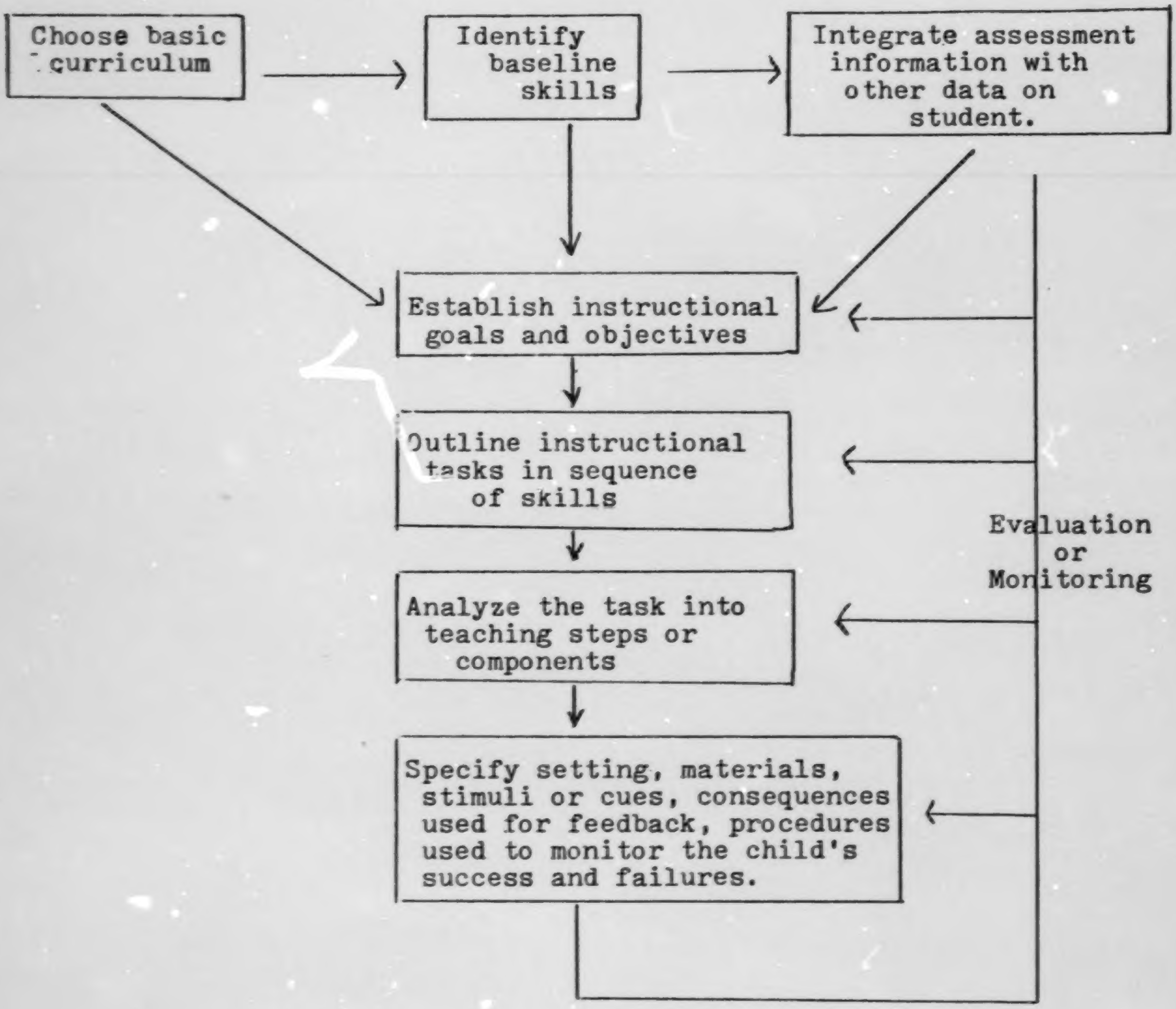
217

DEVELOPING FUNCTIONAL PROGRAMS
FOR THE
SEVERELY AND PROFOUNDLY HANDICAPPED CHILD


Make General Assessment Using Curriculum Assessment Guide
Select Competencies For Specific Assessment
Yes
Are there other general areas that need to be assessed?
No
Observe Behavior Of Child Using Competency Checklist To Record Behavior
Select Competency For Further Analysis And Task Analyze
No
Are antecedent conditions written specifically enough?
Yes
Write Behavioral Objective For Enroute Behavior
Specify Antecedent Conditions
No
Are consequent conditions written specifically enough?
Specify Consequent Conditions
Yes
Write Lesson Plans According To The Individual Prescriptive Planning Sheet Format
Teach, Record Continuous Data, And Graph Continuous Data From Day 1 . . . n
Was enroute objective achieved?
Yes
Evaluate Data Daily
No
Examine Antecedent Or Consequent Conditions And Task Analysis And Modify If Necessary
No
Have you made several changes in the procedure?
Yes
Rewrite Lesson Plans
Have all enroute objectives been achieved?
Yes
Several Options Are Available To You:
1. Select a new competency from the Curriculum Assessment Guide
2. Determine a lower level skill within competency area.
3. Seek help.
No
Select Next Enroute Objective

Developed by: Keith D. Turner and M. Ellen Somerton
in cooperation with Robert A. Sedlak, Ph.D.
Northern Illinois University

INDIVIDUAL PROGRAM PLANNING


Choose basic curriculum
Identify baseline skills
Integrate assessment information with other data on student.
Establish instructional goals and objectives
Outline instructional tasks in sequence of skills
Analyze the task into teaching steps or components
Specify setting, materials, stimuli or cues, consequences used for feedback, procedures used to monitor the child's success and failures.
Evaluation or Monitoring

Content taken from:

Haring, Norris G. Assessment, Evaluation, Management: An Introduction to a National Topic Conference on the Appraisal of the Severely Handicapped. Developing Effective Individual Educational Programs for Severely Handicapped Children and Youth. Washington D.C. HEW/BEH, August, 1977.

INDIVIDUALIZED EDUCATIONAL PROGRAM: IMPLEMENTATION/INSTRUCTIONAL PLAN

Name of Student John Jones Date of Birth 7/6/65 Age 13 Grade 8 School Bridger Local Education Agency Name & No. Milwaukie II

Date of Entry into Program 9/6/71 Projected Ending Date 6/6/82 Marjorie Dickman
(Signature of Implementor Completing this Form)

Program Goal(s)	(Target) Implementation/Instructional Objectives	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Person(s) Responsible for Implementation	Criteria for Mastery of each Implementation/ Instructional Objective
5. The student will develop an awareness and appreciation of birds by acquiring basic skills needed to observe them in their natural environment.	5.1 Identifies the basic parts of birds	*Use of library to obtain high interest/low vocabulary books on birds *Use of field trips to natural museums *Film loops on birds for self instruction *Use of records to learn bird calls *Use of tape recorder to record bird calls *Modeling to teach use of binoculars *Walks and field trips at home and in Community Recreation Program	*A-V equipment (i.e., tape recorder) *State Game Commission for records and films *Binoculars *Bus transportation	9/1/78	12/15/78	Mrs. Dickman	*All objectives will be performed at 80% accuracy.
	5.2 Identifies the color, size, and shape of birds			9/11/78	5/15/79	Mrs. Dickman	
	5.3 Records the flight pattern of birds			10/15/78	5/15/79	Mrs. Dickman	
	5.4 Matches birds with their calls (songs)			9/15/78	5/15/79	Mrs. Dickman Ms. Douglass	
	5.5 Operates a pair of binoculars			10/1/78	12/15/78	Mrs. Dickman Ms. Douglass	
	5.6 Observes a bird in flight using binoculars			10/15/78	11/25/78	Mrs. Jones Ms. Douglass	
	5.7 Identifies places where birds make their nests			10/15/78	5/15/79	Mrs. Jones Ms. Douglass	
	5.8 Identifies the content (make-up) of bird nests			10/15/78	5/15/79	Mrs. Dickman	
	5.9 Identifies food sources of birds			9/15/78	12/15/78	Mrs. Dickman	
	5.10 Compares sizes and colors of birds' feathers			9/15/78	12/15/78	Mrs. Dickman	

BEST COPY

INTEGRATIVE LEARNING CHART:	
SOCIAL STUDIES	
READING/LANGUAGE	
HOME ECONOMICS	
ARTS	
PHYSICAL EDUCATION	
SCIENCE	
MATH	
HEALTH	
CAREERS	
INDUSTRIAL ARTS	

THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP): COMPREHENSIVE PLAN

NAME ____________________ SCHOOL ____________________ DATE ____________

AGE ____________ DATE OF BIRTH ____________ GRADE ____________

STUDENT STUDY TEAM MEMBERS PRESENT: ____________ ____________ ____________

PRESENT LEVELS OF STUDENT PERFORMANCE: ____

PRIORITIZED LONG–TERM GOAL	SPECIAL EDUCATION OR RELATED SERVICE AREA	TEAM MEMBER RESPONSIBLE	PERCENT OF TOTAL PROGRAM TIME	PROJECTED STARTING DATE	PROJECTED ENDING DATE	RECOMMENDATIONS FOR IMPLEMENTATION	EVALUATION CRITERIA

TOTAL PERCENT OF PROGRAM TIME IN REGULAR EDUCATION ____________ LONG TERM PLAN EVALUATION DATE: ____________

SIGNATURE OF APPROVAL BY PARENT OR GUARDIAN: ________________________________

Figure 2: The IEP Comprehensive Plan Sample Form

THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP): IMPLEMENTATION PLAN

NAME ______________________ SCHOOL ______________________ DATE ______________

AGE ______________ DATE OF BIRTH ______________ GRADE ______________

STUDENT STUDY TEAM MEMBERS PRESENT: ______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

LONG-TERM GOAL FROM COMPREHENSIVE PLAN	TEAM MEMBER RESPONSIBLE	SHORT-TERM OBJECTIVES	IMPLEMENTATION STRATEGIES AND TECHNIQUES	RESOURCES AND MATERIALS FOR IMPLEMENTATION	PROJECTED STARTING DATE	PROJECTED ENDING DATE	EVALUATION CRITERIA	DATE EVALUATED	OBJECTIVE REACHED (YES/NO)

Figure 3: The IEP Implementation Plan Sample Form

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4 5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Fair	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

Module Six

Role of the Facilitator

__Purpose__: This module is intended to provide the facilitators with an understanding of their contributions to the process of delivering leisure education services to the handicapped. Each facilitator will have the opportunity to assess himself/herself in relation to identified role responsibilities. Facilitator roles will be analyzed in order to promote both individual and collective planning for the future implementation of a comprehensive leisure education program for the handicapped.

__Goal__: The facilitator will gain an appreciation and knowledge for the key role of each facilitator as well as the coordinated role of the group in providing leisure education services for handicapped children and youth.

__Objective 6.1__: The facilitator will demonstrate knowledge of the common and unique roles of the key individuals (administrator, parent/volunteer, recreator, teacher, university personnel) in a comprehensive education program.

__Objective 6.2__: The facilitator will determine his/her "team" role in order to promote collective planning and delivery of leisure education services to the handicapped.

MODULE SIX: ROLE OF THE FACILITATOR

GOAL STATEMENT: The facilitator will gain an appreciation and knowledge of the unique role of key individuals and the coordinated role of the community "team" in providing comprehensive leisure education services for handicapped children and youth.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 6.1: The facilitator will demonstrate knowledge of the common and unique roles of the key individuals (administrator, parent/volunteer, recreator, teacher, university personnel) in a comprehensive education program.	The general responsibilities for each of the unique roles of the facilitators are as follows: 1. Role of administrators (LEA/SEA) a. finances b. allocation of resources c. policy making decisions d. school/district/state public relations for program e. overall evaluation of program f. leadership g. in-service training 2. Role of parent/volunteers a. transportation b. provider of leisure activities in home setting c. seeker of resources d. public relations for the program e. evaluator of school and community progressive services	● Break up into small groups and allow several minutes of brainstorming for current role responsibilities regarding leisure education. ● Return to larger group & share various role responsibilities generated by various groups. ● Follow up with a mini-lecture on the potential competencies identified under each role. ● Allow time for participants to read related materials.	SELF Facilitator Guide "Administrative Considerations," pp. 79-92 "Responsibilities and Competencies of Leisure Facilitators," SELF Facilitator Guide, Field Test Edition, pp. 86-92.

MODULE SIX (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 6.1 (cont'd)	3. Role of Community-based recreator a. assessment & allocation of resources b. planner of activities c. provider of therapeutic activities for child d. evaluation of community program and client e. public relations for program f. resource person for the school g. community liason for the school 4. Role of special education teacher a. assessment and evaluation of students b. allocation of resources c. planner and coordinator of instructional activities d. provider of direct instruction e. evaluation of school program and child f. public relations for the program g. liason for the parent		

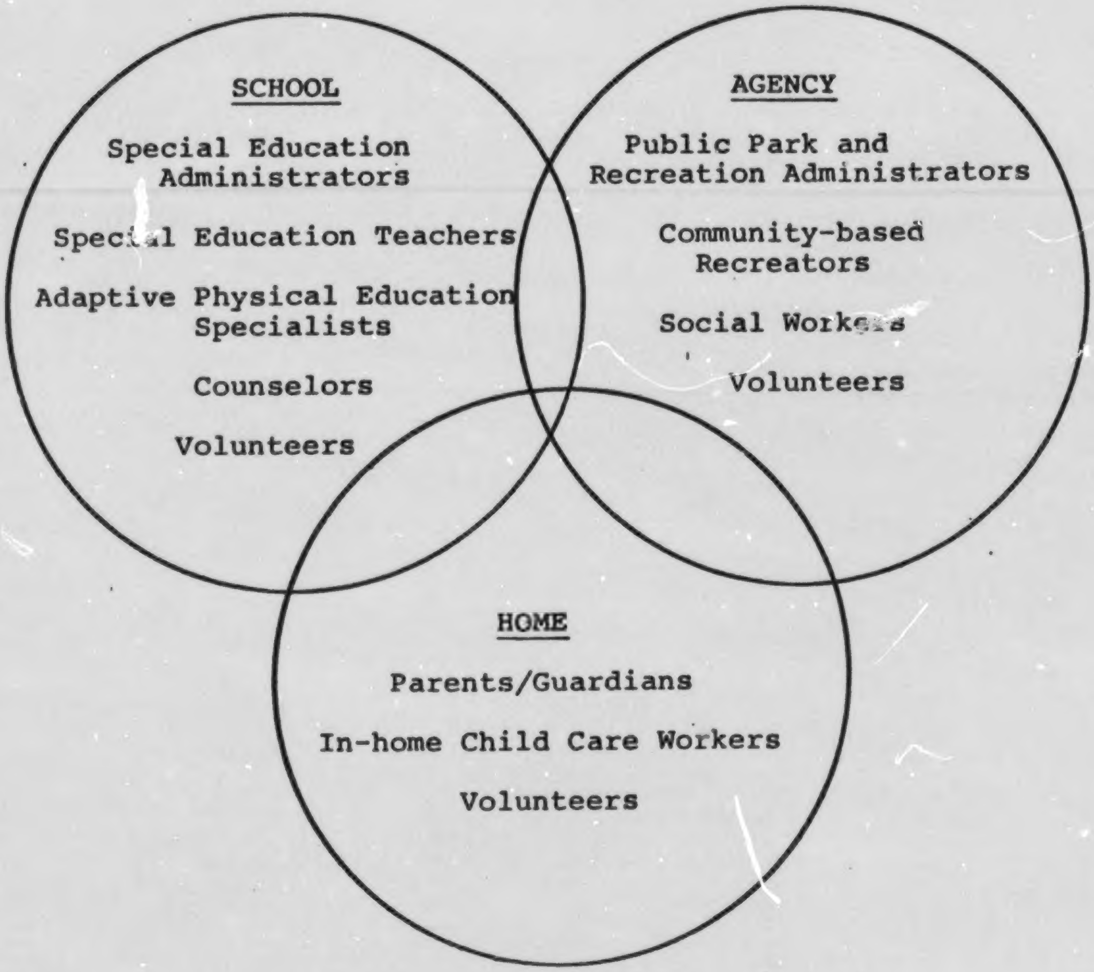
MODULE SIX (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 6.1 (cont'd)	5. Role of Adaptive P.E. Specialist a. assessment and evaluation of students and program b. advocate for leisure and related physical education activities c. provider of direct instruction to students d. resource to teachers e. public relations 6. Role of University Professor a. undergraduate and graduate training b. research student c. provider of student resources to community and schools d. curriculum development e. grants procurment f. advisory participation on community and school committees. g. advocate for comprehensive school-home-community programs h. dissemination of national resources		

MODULE SIX (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 6.2: The facilitator will determine his/her "team" role in order to promote collective planning and delivery of comprehensive leisure education services to the handicapped.	A. Certain competencies identified as high priority for various facilitators B. Self-assessment of competence according to: --present ability --importance for own position and job --importance for inclusion in future action plans. C. Team planning promotes greater coordination of training services D. Team planning promotes greater community/ state impact E. Necessity for school-home-community cooperation F. Interdependent facilitator roles g. Team planning to determine priorities for the future	● Trainer introduce the content very briefly and highlight teamwork in order to prepare for a "Plan of Action" ● Individual facilitators review and complete competency Survey/ Self Assessment ● Score and mark an individual profile as shown in the example in a different color. ● In the large group, relate own priorities and determine common group priorities.	"Administrative Considerations." Project SELF Facilitator Guide, Field Test Edition pp. 73-92 Competency Survey/ Self Assessment (included in manual)

INTERACTIVE ROLES OF FACILITATORS
OF LEISURE EDUCATION
FOR THE HANDICAPPED


SCHOOL
Special Education Administrators
Special Education Teachers
Adaptive Physical Education Specialists
Counselors
Volunteers
AGENCY
Public Park and Recreation Administrators
Community-based Recreators
Social Workers
Volunteers
HOME
Parents/Guardians
In-home Child Care Workers
Volunteers

ROLE ASSESSMENT RELATED TO LEISURE EDUCATION

Below is a list of responsibilities and competencies identified as part of the role for the following persons:
Special Education/Recreation Administrator (LEA/SEA)
Community Recreator
Parent
Special Education Teacher
Adaptive Physical Education Specialist
University Professor

Please rate each statement according to a)Your perceived importance of this function for the identified role, b)Your present knowledge/ability to perform such a function, and c)The importance of the function for incorporation in your future plan of action. Use the scale of 1=low to 5=high, circling the number best describing your response in each category. Additional space is provided for adding additional functions deemed important that are not included in the list.

RESPONSIBILITIES/ COMPETENCIES Role: Special Education/Recreation Administrator (LEA/SEA)	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN
	low high	low high	low high
1. Gain knowledge of what constitutes a comprehensive leisure education program (1.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Gain a knowledge of the leisure service delivery system and leisure education resources (1.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Provide staff with an opportunity to participate in the development of the school's philosophical statement which will serve as a guide in establishing a comprehensive leisure education program (1.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Develop a rationale statement for leisure education in the school system (1.8)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Determine through tests, interviews, observations the leisure attitudes, knowledge, competencies, and needs of students, parents, staff and other relevant persons (2.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Determine available professional, fiscal, and physical resources utilizing existing data and developing surveys for retrieval of information which is not available (2.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Provide students, parents, staff, and other relevant persons with an opportunity to participate in the development of curriculum goals and objectives (3.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Prepare a written document specifying the leisure education curriculum goals and objectives and management objectives (3.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

	RESPONSIBILITIES/ COMPETENCIES Role: Special Education/Recreation Administrator (LEA/SEA) (cont'd)	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN
		low high	low high	low high
9.	Develop curriculum guidelines for infusing leisure goals and objectives into program (4.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	Identify and obtain leisure education curriculum materials (4.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	Identify sources of funding for implementation of leisure education program (4.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	Establish training programs for in-service and continuing education of teachers, staff, volunteers and parents (4.6)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	Prepare the written curriculum with learning goals, performance objectives, learning activities, resources and evaluation dimensions (4.10)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	Determine transportation, space, facility, equipment, and supply needs (5.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	Work cooperatively with other agency administrators to promote leisure opportunities for handicapped children in the community (5.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	Provide a system for continuous evaluation from IEP team, cooperative and subordinate staff, parents and students (6.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	Determine to what extent the curriculum goals and objectives have been attained (6.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	Coordinate the overall evaluation of the comprehensive leisure education program (6.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

	RESPONSIBILITIES/ COMPETENCIES Role: Community Recreator	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
1.	Gain knowledge of what constitutes a comprehensive leisure education program (1.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	Formulate a philosophical statement to serve as a departmental guide in developing a comprehensive leisure education program for handicapped children (1.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	Identify information needed to plan a leisure education program for the handicapped, utilizing existing data which has been collected by community agencies and organizations (2.1.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	Specify goals and objectives consistent with stated philosophy and based on assessed needs (3.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	Prepare policies and procedures manual for operating program (4.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	Promote inter-agency coordination (4.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	Provide consultation to recreation and school units and/or employees (4.9)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	Train staff and volunteers (5.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	Participate as a member of the IEP team (5.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	Assess clients functional level and develop treatment plans that have therapeutic value to the client (5.6.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	Plan and conduct leisure activities which are compatible with client's IEP ((5.9)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	Provide leisure counseling to child and parent (5.11)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	Evaluate client's progress and problems using appropriate methods and forms as specified by agency and school(6.1.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: Community Recreator (cont'd)	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
14. Utilize feedback from IEP team, staff, parents and clients to modify leisure education services and activities (6.2.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. Inform IEP team, staff, parents and clients of program changes (6.2.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16. Assist in the evaluation of the comprehensive leisure education program for handicapped children (6.2.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

	RESPONSIBILITIES/ COMPETENCIES Role: Parent	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
1.	Gain knowledge of what constitutes a comprehensive leisure education program (1.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	Demonstrate an understanding of the implications and barriers which exist in developing a leisure education program for handicapped children (1.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	Collect information on leisure interests and performance of handicapped child in home/neighborhood setting (2.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	Locate leisure facilities, settings, and programs in neighborhood and local area (2.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	Collect information on cost, transportation, leadership, skill, and time required to participate in selected leisure activities (2.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	Develop goals and objectives for the home which are consistent with stated philosophy and based on assessed needs (3.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	Identify services and activities which will meet the stated goals and objectives (3.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	Support teachers and community recreators through active participation in the developmental procedures by attending board meetings, helping to raise funds, and campaigning for and voting on key issues (4.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	Advocate for leisure goals and objectives to be included in IEP of child (IEP team member) (4.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	Identify leisure activities which will meet family goals and objectives (4.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	Budget personal time and money to spend in individual, dual, or total family leisure experiences (4.6)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: Parent (cont'd)		PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
12.	Participate in school and community planned training programs for parents and volunteers (5.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	Support various professionals in carrying out leisure programs in the home, school, and community settings (5.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	Encourage handicapped child to use leisure in a constructive way (5.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	Participate in individual leisure activities with the child (5.6)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	Assist child (enable child) to independently participate in leisure activities at home, school, and community (5.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	Provide information on child's leisure activities from home setting to involved professionals (6.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	Work with IEP team to evaluate child's progress in attaining leisure goals (6.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	Determine progress made towards family (home) leisure goals and objectives (6.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
24.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: Special Education Teacher	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN
	low high	low high	low high
1. Gain knowledge of what constitutes a comprehensive leisure education program (1.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Demonstrate an understanding of the implications and barriers which exist in developing a leisure education program for handicapped children (1.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Participate in the development of the school's philosophical statement which will serve as a guide in establishing a comprehensive leisure education program (1.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Identify information which is needed to begin planning a leisure education curriculum for the handicapped (2.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Familiarize self with community as well as school related recreation programs (2.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Determine classroom and student needs (2.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Participate as a member of a team in the development of the curriculum goals and objectives (3.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Identify services, activities and curriculum areas to be used in attaining the stated classroom goals and objectives (3.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Advocate within school system for inclusion of leisure education as part of "basic" curriculum (4.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Consult and cooperate with community recreator and parents in developing comprehensive leisure education program (4.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11. Consult with regular classroom teachers to promote provision of leisure education for handicapped students who are mainstreamed (4.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12. Determine material, supply and equipment needs to implement proposed leisure education program in classroom (4.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: Special Education Teacher (cont'd)	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
13. Participate in public information campaign aimed at acquainting students and parents about leisure education programs (4.8)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14. Integrate leisure education goals into IEP for handicapped students (5.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. Communicate with parents and community recreators to provide more effective and efficient leisure education services for handicapped (5.3)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16. Cooperate with physical education, art, and music specialists to promote lifetime activity skills (5.4)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17. Implement a broad-based leisure education program including value clarification, skill development and lifetime planning compatible with identified goals and objectives (5.7)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18. Conduct leisure education activities which are compatible with students' IEP (5.8)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19. Evaluate students' progress and problems using appropriate methods and forms as specified by school and cooperating agencies (6.1.2)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20. Work with other IEP team members to evaluate student's IEP (6.1.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21. Participate in a system for continuous evaluation from IEP team, cooperative and subordinate staff, community recreators, parents and students (6.2.1)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22. Assist in the evaluation of the comprehensive leisure education program for handicapped children (6.2.5)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
24.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
25.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
26.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
27.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

	RESPONSIBILITIES/ COMPETENCIES Role: Adaptive Physical Education Specialist	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN
		low high	low high	low high
1.	Gain knowledge of what constitutes a comprehensive leisure education program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	Demonstrate an understanding of the implications and barriers which exist in developing a leisure education program for handicapped students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	Participate in the development of the school's philosophical statement which will serve as a guide in establishing a comprehensive leisure education program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	Familiarize self with community as well as school related recreation programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	Participate as a member of the school and community teams in the development of curriculum goals and objectives for students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	Advocate within school system for inclusion of leisure education as part of a "basic" curriculum	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	Consult and cooperate with special education teachers, parents and community recreators in developing a comprehensive leisure education program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	Consult with regular classroom teachers to promote provision of leisure education for handicapped students who are mainstreamed	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	Determine material resources, supplies and equipment needs to implement proposed leisure education program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	Integrate and promote physical education objectives into the IEP that are leisure-related	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	Provide direct instruction to students and supportive assistance to both special education and regular education teachers	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	Evaluate students progress and problems using appropriate methods and forms as specified by school and cooperating agencies	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: Adaptive Physical Education Specialist (cont'd)	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY/ KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
13. Participate in a system for continuous evaluation from IEP team, cooperative and subordinate staff, parents, community recreators, parents and students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14. Assist in the evaluation of a comprehensive leisure education program for handicapped students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: University Professor	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE	OWN PRESENT ABILITY KNOWLEDGE IN THIS AREA	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN
	low high	low high	low high
1. Develop undergraduate and graduate training that includes leisure education concepts and skills specific to the handicapped	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Gain knowledge of what constitutes a comprehensive leisure education program	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Promote interdisciplinary coordination among programs within the university that have implications for leisure education (ie, special education, physical education, recreation, Arts)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Promote and participate in curriculum development and related course instruction that infuses leisure education concepts and content into existing training programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Provide inservice training and related resources to other staff stressing the importance and content of training that incorporates leisure education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Conduct experimental and applied research related to leisure education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Assist in identification and development of teacher-use and child-use instructional resources in leisure education (ie, library, media center)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Identify and promote cooperative relationships between the university, community, schools and parents in order to provide students with various leisure education-related training experiences (ie, practicums, student teaching, special projects)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Identify and procur grant funding in research and training in support of leisure education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Serve in an advisory capacity to school, community and parent organizations and committees in support of leisure education	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

RESPONSIBILITIES/ COMPETENCIES Role: University Professor (cont'd)	PERCEIVED IMPORTANCE TO IDENTIFIED ROLE low high	OWN PRESENT ABILITY KNOWLEDGE IN THIS AREA low high	IMPORTANCE TO INCLUDE IN FUTURE ACTION PLAN low high
11. Identify, provide and/or disseminate leisure education resources (personnel and materials) in order to assist leisure education program efforts in the school, community and home settings	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12. Advocate for comprehensive and cooperative school-home-community leisure education programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4
5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Fair	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

Module Seven

Plan of Action for Facilitating Leisure Education

Purpose: This module serves the purpose of providing the necessary objectives and strategies by which individual and team facilitators might develop a leisure education "plan of action" for future implementation in their community/state. This module differs from the others in the manual in that the strategies do not indicate specific training methods to use in a workshop setting. Rather the strategies relate to steps necessary to develop and carry out the "plan of action" over a period of time.

Goal: Leisure education services for the handicapped will be facilitated through the development, implementation, and evaluation of a community/state leisure education plan.

Objective 7.1: The facilitator will initiate planning to improve leisure education services for the handicapped in his/her respective community/state.

Objective 7.2: The facilitator will assist participants in identifying a common philosophical base regarding the provision of leisure education for the handicapped.

Objective 7.3: The facilitator will assist key individuals to develop a "plan of action" for increasing leisure education services to the handicapped in their respective community/state.

MODULE SEVEN: DEVELOPING A PLAN OF ACTION

GOAL STATEMENT: Leisure Education services for the handicapped will be facilitated through the development, implementation and evaluation of a community/state leisure education plan.

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 7.1: The facilitator will initiate planning to improve leisure education services for the handicapped in his/her respective community/state.	Knowledge of key community facilitators: a. Special education teachers b. Special education administrators c. Community recreators d. Adaptive P.E. specialists e. State liaison personnel (ie, S.E.A., Human Resources) f. University personnel g. Parent advocate h. Handicapped individuals	● Identify leadership (administrators) personnel at the local and state level: a. interviews b. phone calls c. correspondence ● Contact professional organizations (C.E.C.) ● Contact parent organizations (A.R.C.) ● Develop a workshop/seminar meeting	Special education directories (state, local) Local and state professional organizations (listing of officers) Parent organizations University personnel listings (special ed., recreation, P.E.) *Planning Family Education Work-Shops: A Guide for Serving the Developmentally Disabled*, Joseph P. Kennedy Jr. Found.

MODULE SEVEN (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 7.2: The facilitator will assist participants in identifying a common philosophical base regarding the provision of leisure education for the handicapped	● Leisure Education as a relevant educational goal ● Leisure and work are major life areas ● Handicapped have special needs as related to leisure ● P.L. 94-142 mandates	● Conduct a needs assessment (phone calls, interviews, survey) to determine points of view regarding Leisure Education for the Handicapped (potential trainee populations, community professionals, parents, handicapped individuals) ● "Brainstorming" session at workshop related to individual points of view concerning Leisure Education for the Handicapped. ● Development of written position statement regarding Leisure Education for the Handicapped (ie, needs of handicapped, parent concerns, potential problems).	Questionnaire on Leisure Education Chinn, Winn, Walters. *Two-Way Talking with Parents of Special Children*. St. Louis: C.V.Mosby Co. phone calls, interviews, survey

MODULE SEVEN (cont'd)

OBJECTIVES	RELATED CONCEPTS	STRATEGIES	RESOURCE MATERIALS
Objective 7.3: The facilitator will assist key individuals to develop a "plan of action" for increasing leisure education services to the handicapped in their respective community/ state.	● Importance of planning and evaluating the "Plan of Action" for providing direction and accountability ● Evaluation plan components: a. Goals and objectives b. Procedures c. Evaluation criteria - child data - teacher data - parent data - data to indicate formative evaluation of program took place d. Resources needed (i.e., materials, budget) e. Persons responsible f. Time line g. Budget	● Review various procedures for developing "Plans of Action" ● Develop a written "Plan of Action" for the community team ● Develop a written "Plan of Action" for individual team members ● Identify leadership personnel to coordinate the "Plans of Action" (Team and Individual) ● Develop support systems to assist individual team members ● Develop feedback procedures for determining progress (minutes, recording systems) ● Emphasize evaluation to determine effectiveness of plan. ● Incorporate dissemination to promote project impact: newsletters, conference presentations, workshops, TV, Radio, papers, etc.	A Systems Model for Developing A Leisure Education Program for Handicapped Children and Youth Hawkins and Assoc., Inc. Preschool Recreation Enrichment Program Hawkins and Assoc., Inc. Plan of Action Format (included in manual) Project SELF Leisure Education Facilitator Guide, I.C.L.D. Local/State/Parent Professional Newsletters, Bulletins

_____ Team

_____ Individual

PLAN OF ACTION FORMAT

Goal

Objectives	Procedures	Evaluation Criteria	Timeline	Person(s) Responsible	Resources

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4
5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Five	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

Resources

Guidelines for the Facilation of Training

Bibliography

Matrix of Select Curricula

BIBLIOGRAPHY

Ackerman, Jeanne V. Developmental Physical Activity: An Individualized Approach. Washington, D.C.: Hawkins and Associates, Inc., 1979, 140 pp.

Bender, Michael, et al. Teaching the Moderately and Severely Handicapped: Volume II (Communication, Socialization, Safety, and Leisure Time Skills). Baltimore, Maryland: University Park Press, 1976, 420 pp.

Boston, D. (Ed.) Education Policy and The Education For All Handicapped Children Act (P.L. 94-142). Washington, D.C: The George Washington University, 1977, 78 pp.

Brannan, S. "A Special Education Viewpoint: Consultation in the Public Schools." In Goldstein, J. (Ed.), Consultation: Enhancing Leisure Service Delivery to Handicapped Children and Youth, pp. 53-79. Arlington, VA: National Recreation and Park Association, 1977.

Brannan, S. (Ed.). EXPLORE (Expanding Programs and Learning in Outdoor Recreation/Education) for the Handicapped). Washington, D.C.: Hawkins and Associates, Inc., 1979, (teacher manual) pp. 118 and (task cards) pp. 460.

Brannan, S. (Ed.). Our New Challenge: Recreation for the Deaf-Blind. Portland, OR: Portland State University Press, Special Education Department, 1975, pp. 150.

Brannan, S. "Trends and Issues in Leisure Education for the Handicapped," In E. Fairchild and L. Neal (Eds.). Common-Unity in the Community - A Forward Looking Program of Recreation and Leisure Services for the Handicapped. pp. 41-56. Eugene, OR: University of Oregon, Center of Leisure Studies, 1975.

"Education for Leisure" in Leisure Today, Journal of Physical Education and Recreation, Washington, D.C: American Alliance for Health, Physical Education, Recreation and Dance, March 1976, 31 pp.

Fairchild, E. and Neal, L. (Eds.) Common-Unity in the Community - A Forward Looking Program of Recreation and Leisure Services for the Handicapped. Eugene, OR: University of Oregon, Center of Leisure Studies, 1975, 114 pp.

Federal Register. Tuesday, August 23, 1977. Part II-Implementation of Part B of the Education for all Handicapped Children Act, U.S. Office of Education, HEW.

Francois, N. & Kaempfer, A. Leisure Education: An Individualized Approach for the Developmentally Disabled, Florida Association of Rehabilitation Facilities, Inc., 1979, 171 pp.

Gearheart, G. & Weishahn, M. The Handicapped Child in the Regular Classroom. St. Louis, MO: The C.V. Mosby co., 1976, 234 pp.

Gearheart, B. & Litton, F. The Trainable Retarded. St. Louis, MO: The C.V. Mosby Company, 1975, 269 pp.

Geren, K., Rothstrom. R., Rahey, D. Mainstreaming: The Education of the Educable Mentally Retarded in the Least Restrictive Alternative Setting. Oregon Department of Education Program for Mental Retardation.

Goldstein, Judith (Ed.). Consultation: Enhancing Leisure Service Delivery to Handicapped Children and Youth. Arlington, Virginia: National Recreation and Park Association, 1977, 191 pp.

Hawkins, D. (Ed.) A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth. Washington, D.C.: Leisure Information Service, 1976.

Joswiak, Kenneth. Leisure Counseling Program Materials for the Developmentally Disabled. Washington, D.C.: Hawkins and Associates, Inc., 1979, 114 pp.

Littman, Karen. PREP: Preschool Recreation Enrichment Program. (Vol. I, Implementation & Resource Guides; Vol. II. Manual; Vol. III. Trainer's Handbook). Washington, D.C.: Hawkins and Associates, Inc., 1978/79, 138, 209, 146 pp. respectively.

Labanowich, Stanley. Transportation Counseling for Handicapped Individuals: A Manual for Rehabilitation Professionals. Washington, D.C.: Hawkins and Associates, Inc., 103 pp.

Mainstreaming: Origins and Implications. Minneapolis, MN: Minnesota Education, Vol. 2, No. 2, Spring 1976. 79 pp.

Museums and Handicapped Students-Guidelines for Educators. Washington, D.C.: Smithsonian Institution, 1977, 163 pp.

Nazzaro, J. Exceptional Timetables: Historic Events Affecting the Handicapped and Gifted. Reston, VA: The Council for Exceptional Children, 1977, 55 pp.

Nesbitt, John A. Educating the Handicapped Child for Leisure Fulfillment. Recreation Education Program, The University of Iowa, Iowa City, Iowa. Revised Ed. 1978

Nesbitt, J. et al. (eds.) Training Needs and Strategies in Camping for the Handicapped. Eugene, Oregon: University of Oregon Press and Center of Leisure Studies, 1972, pp. 241

Nesbitt, J., Neal, L. and Hillman, W. "Recreation for Exceptional Children and Youth,: Focus on Exceptional Children, Denver, Colorado: Love Publishing Company, 1974, 6 (3), 1-6.

Overs, Robert, et al. Avocational Counseling Manual: A Complete Guide to Leisure Guidance. Washington, D.C.: Hawkins and Associates, Inc., 1977, 203 pp.

Peterson, C. and Connolly, P. Characteristics of Special Populations: Implications for Recreation Participation and Planning. Washington, D.C.: Hawkins and Associates, Inc., 1978, 78 pp.

Postlewaite, J. (Ed.) "Sources of Law: Right to an Equal Educational Opportunity." Amicus, April 1977, 2, #3, 1-48.

Postlewaite, J. (Ed.) "Special Report: A Free Appropriate Public Education." Amicus, April 1977, 1-44.

Project SELF Curriculum Guide (Special Education for Leisure Fulfillment), field test edition, Washington, D.C.: Institute for Career and Leisure Development, 1979, pp. 507.

Project SELF Facilitator Guide (Special Education for Leisure Fulfillment), field edition, Washington, D.C.: Institute for Career and Leisure Development, 1979, pp. 125.

Public Law 94-142 and Section 504—Understanding What They Are and Are Not. The Council for Exceptional Children, 1977.

Reynolds, Grace. A Swimming Program for the Handicapped. New York: N.Y., Association Press, 1973, 104 pp.

Reynolds, M. & Birch, J. Teaching Exceptional Children in All America's Schools. Reston, VA: The Council for Exceptional Children, 1977.

Sherrill, C. "Arguments for Mainstreaming." In J. Moran (Ed.) Mainstreaming, in Health, Physical Education, Recreation, Dance, Denton, TX: Texas Woman's University, 1977, p. 59.

Smith, Judy (Ed.) The Map, The Mission, and The Mandate. Second Annual Regional Conferences. 1977. Division of Personnel Preparation, Bureau of Education for the Handicapped.

Sontag, E., Burke, P., and York, R. "Considerations for Serving the Severely Handicapped in the Public Schools." Education and Training of the Mentally Retarded. 1973, Vol. 8, pp. 2026.

Special Olympics Instructional Manual. Washington, D.C.: American Alliance for Health, Physical Education, Recreation and Dance, and the Joseph P. Kennedy, Jr. Foundation, 1972, 138 pp.

Sports Skills Instructional Program (Three manuals including a program on Leisure Time Sports.) Washington, D.C.: Special Olympics, Inc., 1980.

Toward Competency-A Guide for Individualized Instruction. Salem, Oregon: Special Education Section, State Department of Education, 1974, student edition) 163 pp. and (teacher edition) 311 pp.

Verhoven, P. and Goldstein, J. (Eds.) Leisure Activity Participation and Handicapped Populations: An Assessment of Research Needs. Arlington, VA: National Recreation and Park Association, 1976, 151 pp.

Vinton, Dennis, et al. Camping and Environmental Education for Handicapped Children and Youth. Washington, D.C.: Hawkins and Associates, Inc., 1978, 170 pp.

Vinton, Dennis, et al. Planning and Implementing Career Education for the Special Student with Emphasis on the Leisure Occupations. Washington, D.C.: Hawkins and Associates, Inc., 1976, 257 pp.

Weishahn, M. "Mainstreaming: Fad or Fact - Implications for Community Educators and Recreation Specialists." In E. Fairchild and L. Neal (Eds.). Common-Unity in the Community--A Forward Looking Program of Recreation and Leisure Services for the Handicapped. pp. 57-61. Eugene, OR: University of Oregon, Center of Leisure Studies, 1975

Witt, Jody, et al. A Manual of Therapeutic Group Activities for Leisure Education. Washington, D.C.: Hawkins and Associates, Inc., 1979, 140 pp.

Witt, Peter A. *Community Leisure Services and Disabled Individuals*. Washington, D.C.: Hawkins and Associates, Inc., 1979, 134 pp.

Zeyen, D., Lancaster, R., and Odum, L. (Eds.) *Leisure Education Advancement Project: Curriculum K-12 and Teachers, Curriculum Manual*. Arlington, VA: National Recreation and Park Association, 1977.

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4
5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Fair	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Avocational Counseling Manual: A Complete Guide to Leisure Guidance. Robert P. Overs, Sharon Taylor, Catherine Adkins 1977	A basic text on leisure counseling providing the essentials for understanding the practice of this service.	Narrative format for teachers, counselors & leisure specialists. Includes taxonomy of leisure activities and case study examples.	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D. C. 20002	
Camping and Environmental Education for Handicapped Children and Youth Dennis Vinton, Donald Hawkins, Barbara Panzer, Elizabeth Panzer, Elizabeth Farley 1978	This develops the essential background & probes the issues & values of camping for the handicapped.	An extensive bibliography accompanies the narrative background & issues	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D.C. 20002	
Common-Unity in the Community. A Forward-Looking Program of Recreation and Leisure Services for the Handicapped Effie Fairchild & Larry Neal; 1975	This proposes a project on common-unity, a concept & process by which to deliver leisure services to handicapped youth through community education.	Series of short articles, each of which discusses a current issue	Center of Leisure Studies University of Oregon Eugene, Oregon 97403	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Community Leisure Services and Disabled Individuals Peter A. Witt 1979	An effective guide on planning & developing community leisure services for the disabled.	Narrative format for recreators, teachers & administrators.	Hawkins and Associates, Inc., Publishers 804 D Street, N. E. Washington, D. C. 20002	
Consultation: Enhancing Leisure Service Delivery To Handicapped Children & Youth Judith Goldstein (Ed.), 1977	The contributing authors discuss some theoretical and some practical concepts & strategies addressing persons of the leisure service work force who provide consultative services. The concepts are supported by resources found in the appendices.	Series of papers, narrative style, in support of theories in consultation in leisure education programming contained in 2 volumes.	National Park and Recreation Association 1601 N. Kent Street Arlington, Va. 22209	
A Data-Based Classroom for the Moderately and Severely Handicapped Fredericks H et.al) 1975	This material describes a diagnostic/prescriptive model for the education of moderately & severely handicapped children. A wide range of content is covered such as Placement Testing, Student's Progress, Support Services, etc.	Narrative style is accompanied with sample forms, charts, etc.	Edmark Associates 13249 Northrup Way Bellevue, Washington 98005	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Developmental Physical Activity: An Individual Approach Jeanne V. Ackerman, 1978	A manual to assist in identifying specific developmental motor problems in children and to establish a success-assured learning environment.	Checklists of objectives & assessment tools are presented.	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D.C. 20002	
The GMVR Program, Receptive, Expressive Learning Through Art Sondra Gair, PhD 1976 (Gair Method of Visual Remediation) 1976	This is an art-based approach to learning that meets children's physical, psychological, & emotional needs on many levels.	Contains 140 programmed slides, 7 cassette tapes, Teacher's Manual & 100 rating scales.	Dr. Sondra B. Gair 5134 Wissioming Road Washington, D. C. 20016	
Inventory of Habilitation Programs for Mentally Handicapped Adults S. Thiel, 1975	A comprehensive curriculum & evaluation guide for preparing mentally handicapped adults for employment & semi-independent living in the community.	Compilation of individualized training programs using task analyses.	Portland Habilitation Center Publications, 3829 S.E. 74th Avenue Portland, Oregon 97206	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Leisure Counseling Program Materials for the Developmentally Disabled Kenneth F. Joswiak, 1979	A practical how-to-do-it foundation for leisure counseling of developmentally disabled individuals.	A systems accountability approach provides the structure of the materials. Specific objectives are delineated & session content is discussed.	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D.C. 20002	
Leisure Education Advancement Project: Curriculum K-12 and Teachers Curriculum Manual D. Zeyen, R. Lancaster, L. Odum (Eds.) 1977	This document presents a comprehensive curriculum in leisure education for students in grades K-12. Curriculum strategies are also available in the teacher's manual.	Curriculum is presented in small 3 ring binder for easy manipulation. Cards with each lesson can be easily utilized in this format.	National Recreation and Park Association 1601 N. Kent Street Arlington, Va. 22209	
Leisure Education An Individualized Approach for the Developmentally Disabled Nancy Francois, Ann Kaemfer	This material, from the Leisure Education Demonstration Project provides a comprehensive & accountable leisure delivery system for developmentally disabled adolescents & adults in community settings.	The manual contains the program design assessment & evaluation forms as well as discussion of the program elements.	Florida Association of Rehabilitation Facilities, Inc. 325 John Knox Road Suite L-5000 Tallahassee, Fla. 32303	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Lets Play To Grow Joseph P. Kennedy, Jr. Foundation 1980	This material provides information & play activities for moderately & severly handicapped developmentally disabled children.	Information for each activity is in a separate manual (i.e. Walter Play, Arts & Crafts) 12 manuals completes the set.	Joseph P. Kennedy Jr. Foundation 1701 K Street, N.W. Washington, D.C. 20006	
Manual for Therapeutic Group Activities for Leisure Education Jody Witt, Marilyn Campbell, Peter Witt, 1979	This offers conceptual guidelines for working with groups & leisure time. Serves as resource for teachers & counselors.	Provides extensive section of activities & how to accomplish them.	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D.C. 20002	
Museums and Handicapped Students; Guidelines for Educators 1977	This booklet offers a summary of research conducted on programs & accessibility of museums for the handicapped. Guidelines for program implementation are also offered.	Narrative format	Inquiries sent to: Coordinator, Programs for the Handicapped National Air & Space Museum Smithsonian Institution Washington, D.C. 20560 (free)	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Planning and Implementing Career Education for the Special Student: With Special Emphasis on the Leisure Occupations 1976	This booklet provides knowledge & skills for developing career education programs for special students K-12, with emphasis on leisure occupations.	Narrative format inclusive of objectives, explanatory charts, and resource section.	Hawkins & Associates, Inc., Publishers 804 P Street, N.E. Washington, D.C. 20002	
The Preschool Recreation Enrichment Program (PREP) in 3 volumes Karen Littman, Lin Leslie	Materials on preschool recreation for the handicapped	Narrative style with pictures, checklists, assessments, etc.	Hawkins & Associates, Inc., Publishers 804 P Street, N.E. Washington, D.C. 20002	
Volume I: PREP Implementation Resource Guide	Step-by-step procedures for conducting the program.			
Volume II: PREP Manual	Addresses motor & associative learning needs, games, activities, reinforcement language activities & equipment			
Volume III: Trainers Handbook 1979	A competency-based trainers handbook which includes strategies & methods of training.			

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Project Explore Steve A. Brannan 1979	Combining teaching concepts and strategies in outdoor recreation and education. It includes: nature study, camping and self-maintenance, safety and survival, arts & crafts, sports, games, & physical equipment.	Information is on 460 5x8 instructional cards with an accompanying manual	Hawkins & Associates, Inc., Publishers 804 D Street, N.E. Washington, D.C. 20002	
Project SELF Curriculum Guide Institute for Career and Leisure Development, 1980	This document provides the facilitator of leisure education with information on assessment, individualized program planning & curriculum content in 8 major areas of leisure education (game, sports, hobbies, cultural).	Narrative chapters are accompanied by 85 instructional units; a comprehensive leisure curriculum & taxonomy of content is included.	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D. C. 20002	
Project SELF Facilitator Guide Institute for Career and Leisure Development, 1980	A guide which gives the facilitator the information on rationale & trends in leisure education. Also provides the how-to for delivering leisure education services for the handicapped.	Narrative chapter for teachers, administrators or recreation personnel	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D. C. 20002	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Special Olympics Instructional Manual Julian Stein (consultant) 1978	This manual provides the fundamentals of how to coach & train Special Olympians in the areas of fitness, track & field, volleyball, and swimming. Specific skills and teaching strategies are covered.	Designed for the coach & P.E. instructor, the manual presents skills, lists, and diagrams on proper way to attain skills	Published jointly by: American Alliance for Health, Physical Education, Recreation and Dance 1201 16th Street, N.W. Washington, D.C. 20036 and The Joseph P. Kennedy Jr. Foundation 1701 K Street, N. W. Washington, D.C. 20006	
The Sports Skills Instructional Program Peter Wheeler (Ed.) 1980	These manuals provide curriculum for handicapped students in the areas of Olympic Sport Leisure Time Sports Assessment and Teaching Strategies are provided in task analyses & developmental sequence.	Curriculum organized according to objectives, specific sequenced skills and assessment items.	Special Olympics Inc. 1701 K Street, N.W. Washington, D.C. 20006	
A Swimming Program for the Handicapped Grace Reynolds (from YMCA Swimming and Diving Series) 1973	This document provides information on how to organize & conduct swimming programs for the handicapped. Specific handicapping conditions are discussed.	Narrative format is accompanied by charts of skills & diagrams of appropriate teaching materials.	Association Press 291 Broadway New York, New York 10007	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
A Systems Model For Developing a Leisure Education Program for the Handicapped Leisure Information Services 1977	A comprehensive workbook providing information & data for developing & implementing a leisure education program for handicapped children.	Narrative style is complemented with charts, models, checklists, & resource section.	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D.C. 20002	
Teaching the Moderately and Severely Handicapped M. Bender, Peter Valletuti R. Bender	This curriculum guide & teaching text was developed for those persons serving the moderately to severely handicapped population	Contains: . Teaching objectives & strategies . Material & equipment lists . Diagnostic checklists	University Park Press Chamber of Commerce Building Baltimore, Md. 21202	
Volume I	Behavior, Self-Care & Motor Skills			
Volume II	Communication, Socialization, Safety, Leisure time Skills			
Volume III	Functional Academics for Mildly & Moderately Handicapped.			

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Toward Competency A Guide for Individualized Instruction Special Education Section Oregon State Department of Education, 1974	A state adopted instructional guide for EMR children & youth. Covers six major curriculum areas to assist special education teachers to develop individualized program.	The curriculum format includes objectives, performance criteria, hierarchial list of skills (Teacher and student)	Special Education Department P.O. Box 751 Portland State University Portland, Ore. 97207	
Transportation Counseling for Handicapped Individuals, A Manual for Rehabilitation Professionals Stanley Labanowich 1979	This manual serves the professional in assessing needs in context of degree of disability & current state of the art in transportation for the handicapped.	Systems charts accompany narrative format.	Hawkins & Associates, Inc., Publishers 804 D Street, N.E. Washington, D. C. 20002	
What Is Leisure Education for the Handicapped: A Primer Steve Brannan Karen Chinn Peter Verhoven 1980	This document contains information on the primary roles of the facilitators who provide leisure education services for handicapped children.	Written in narrative style - Question & Answer format	Hawkins & Associates, Inc., Publishers 804 D Street, N. E. Washington, D. C. 20002	

MATRIX OF SELECT CURRICULA RESOURCES

Title Popular Name Author	Brief Description	Type of Materials	Distribution	Notes
Writing The Arts Into The IEP Sondra Gair 1976	A manual was developed for administrators, teachers, specialists, parents or anyone involved with developing IEP's for children in compliance with P.L. 94-142	Slide-tape presentation contains 80 programmed slides.	Dr. Sondra B. Gair 5134 Wissioming Road Washington, D.C. 20016	

MANUAL EVALUATION

___ Background & Purpose

___ Glossary of Terms

Modules 1 2 3 4 5 6 7

___ Guidelines for the Facilitation of Training

___ Matrix of Select Curricula

___ Bibliography

	Poor	Five	Good	Excellent	Not Applicable
A. Clarity, readability	1	2	3	4	5
B. Flow, organization of content	1	2	3	4	5
C. Accuracy of Information	1	2	3	4	5
D. Importance, relevancy of Information (ie. to facilitators)	1	2	3	4	5
E. Comprehensiveness, depth	1	2	3	4	5
F. Applicability, generalizability (ie., to various communities)	1	2	3	4	5

Strengths	Weaknesses